

dickinson college bulletin 1974-75





ACCREDITATION

The principal educational accrediting agency for the College is the Middle States Association of Colleges and Secondary Schools. Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, the University of the State of New York and The American Chemical Society.

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DICKINSON

College Bulletin 1974-75



Dickinson College • Carlisle, Pennsylvania

Founded 1773

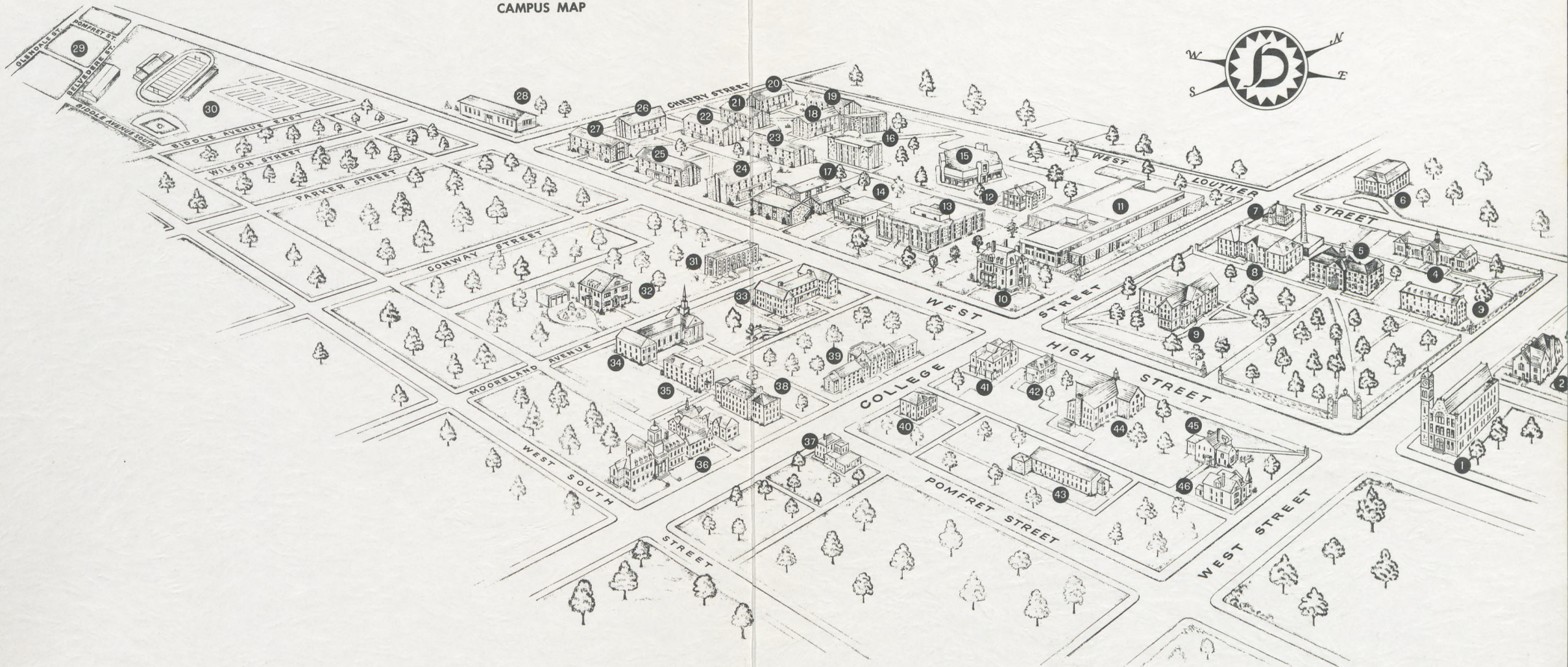
First Edition

1773-1974

ANNUAL CATALOGUE ISSUE

Volume LXIV, No. 1

DICKINSON COLLEGE CAMPUS MAP



- (1) Denny Hall
- (2) Communications & Development
- (3) Bernard Center For the Humanities
- (4) Jacob Tome Scientific Bldg.
- (5) West College
- (6) Dana Hall of Biology
- (7) Music Building
- (8) Althouse Science Bldg.

- (9) Bosler Hall
- (10) Biddle House
- (11) Holland Student Union
- (12) Montgomery House
- (13) Spahr Library
- (14) Art Bldg.
- (15) Anita Tuvin Schlechter Auditorium
- (16) Kisner-Woodward Hall

- (17) McKenney Hall
- (18) Phi Delta Theta
- (19) Phi Kappa Psi
- (20) Phi Kappa Sigma
- (21) Alpha Chi Rho
- (22) Sigma Alpha Epsilon
- (23) Sigma Chi
- (24) Kappa Sigma

- (25) Theta Chi
- (26) Beta Theta Pi
- (27) Phi Epsilon Pi
- (28) Buildings & Grounds
- (29) Women's Athletic Field
- (30) Herman Bosler Biddle Athletic Field
- (31) Malcolm Hall
- (32) Mathews House

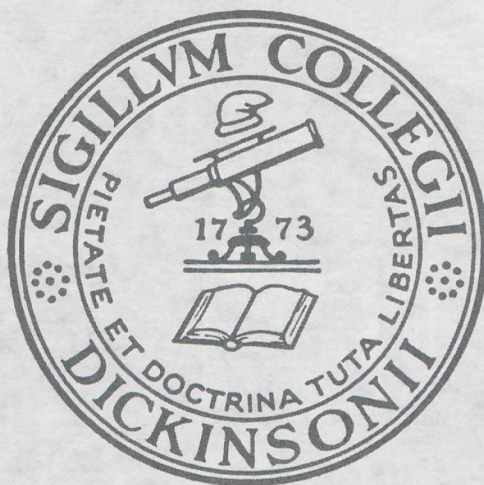
- (33) Morgan Hall
- (34) Allison United Methodist Church *
- (35) Witwer Hall
- (36) Dickinson Law School *
- (37) Faculty Club
- (38) Adams Hall
- (39) Drayer Hall

- (40) Todd Hall
- (41) Admissions Bldg.
- (42) Sellers House
- (43) South College—Computer Center
- (44) Gymnasium
- (45) President's House
- (46) Reed Hall

* Shown for reference only

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introduction



TO DICKINSON

THE AIMS OF EDUCATION AT DICKINSON

The educational philosophy of Dickinson College is written in the two hundred years of its rich and troubled history. Students and teachers have come to this College over the years for a variety of reasons and have left to pursue a wide diversity of ends. These can be summarized in three ideals: learning, liberty, virtue. Taken together they define the aims of the College to be a quest after knowledge for its own sake, but also as leading to involvement in practical affairs for the sake of social good and individual dignity.

This cluster of educational purposes was recognized by the "Representatives of the Freemen of the Commonwealth of Pennsylvania in General Assembly met" when they granted Dickinson College its charter in 1783. "The happiness and prosperity of every Community," they said, "depends much on the right education of the Youth who must succeed the Aged in the important offices of Society." "The most exalted Nations have acquired their pre-eminence by the virtuous principles and liberal knowledge instilled into the minds of the rising generation." Therefore they proclaimed the creation of a college dedicated to "the instruction of Youth in the learned languages" and in the "useful arts, Sciences, and Literature."

6 Dickinson College

Benjamin Rush expressed these same aims with eighteenth century elegance when, appealing to Charles Nisbet to come from Scotland as Dickinson's first president, he extolled the peculiar virtues of education in the frontier west of Susquehanna. "Human nature," said Rush, "here (unsubdued by the tyranny of European habits and customs) yields to reason, justice, and common sense. Come sir, and spread the influence of science and religion among us. America seems destined by heaven to exhibit to the world the perfection which the mind of man is capable of receiving from the combined operations of liberty, learning, and the gospel upon it."

Liberal knowledge, learning for its own sake and for the cultural enrichment it provides, is the oldest and most fundamental aim of Dickinson education. The first curriculum generously encompassed the fields of available scholarship: Rhetoric, Literature, Composition, Latin and Greek, Mathematics, Astronomy, Economics, Political Economy, and Moral Philosophy. Learning in this classical sense has been the bedrock supporting and eventually outlasting the various other purposes through which the College in ever changing times has sought to be relevant to the times in which it found itself. President John Durbin, in the 1830's, epitomized the aspirations of this ideal when he insisted that "the grand design of education is to excite, rather than to pretend to satisfy, an ardent thirst for information; and to enlarge the capacity of the mind, rather than to store it with knowledge, however useful."

In addition to learning is liberty. Dickinson College was chartered to secure the "happiness and prosperity" of the nation by educating the rising generation in the arts and knowledge which would enable them to succeed their elders in the "important offices of Society." In accord with this goal, graduates of the College have distinguished themselves in state and national public office, in law, medicine, and the ministry. The College was embroiled in abolitionist controversies in the pre-Civil War decades, and in the 1880's it opened its doors for the first time to women and to blacks. A Department of Peace and Public Service existed for a time in the early part of the twentieth century. More recently off-campus and intern programs, as well as a system of all-College governance, have offered students an opportunity to enrich their learning through involvement in its civic and pragmatic applications. A statement from the 1960's encourages Dickinsonians to see their world as one in which "the educated man is able, by virtue of the power gained through knowledge, to influence both his environment and the course of history," and thereby to use "his power in the service of the human community." In this way learning bears the social fruit of liberty.

Without "virtuous principles," however, knowledge and power are incomplete. The original charter, although insisting upon the autonomy of the College from all ecclesiastical control, acknowledged that the happiness and prosperity of Community can be accomplished only "under the direction and government

of divine providence.” Benjamin Rush’s 1785 *Plan of Education* began by insisting that “the fear of the Lord is the beginning of all wisdom, and should be the end & Object of all education.” Over the decades Presbyterian propriety had been mellowed by Methodist piety; the common sense realism of Charles Nisbet’s required course in Moral Philosophy had been supplanted by President Durbin’s early morning chapels. Today the College’s religious and moral purposes have been enlarged to embrace the whole world of human values and commitments. The College seeks an atmosphere in which a diversity of beliefs can be encountered, their claims upon a person critically assessed, and the significance of each fully appreciated. The College aspires to provide a context in which each person might deepen his understanding of the values which are rooted in his past and find their relevance to the social and personal illustration of the day.

Dickinson College’s pluralism of purposes is thus embodied in its past. Its educational philosophy has been to be a college of the liberal arts emphasizing classical learning and the disinterested pursuit of truth, a pre-professional college training a rising generation for public service and involvement in social change, a developmental college fostering individual maturation and the discovery of moral values. The College has grown through two centuries as a result of the tensions and confusions bred by these many-sided and often contradictory aims. Most profoundly, therefore, its purpose lies in sustaining an educational environment in which these varied ends can thrive, each vying for the loyalties of students and faculty, each learning from the others, together furnishing the means by which “reason, justice, and common sense” might prevail and the nation’s youth prepare themselves for the responsibilities and opportunities of adulthood.

GEORGE ALLAN, *Dean of the College*

A BRIEF HISTORICAL SKETCH

Dickinson College dates its founding from March 3, 1773, when Thomas and John Penn deeded a town lot to the trustees of the Grammar School in Carlisle. This is the earliest legal record of a “classical academy” which had existed as an adjunct of the Presbyterian Church since the 1760’s, and which, by its charter of September 9, 1783, became Dickinson College. That transformation was due entirely to the idealism and energy of Benjamin Rush, physician, teacher of medicine and signer of the Declaration of Independence. The old Board of Trustees was then enlarged from nine to forty, bringing in men of influence in every part of the state, and was established as a self-perpetuating corporation independent of sectarian control. Chief among those whom Rush had enlisted in his cause was Governor John Dickinson, “Penman

of the Revolution,” who served for many years as President of the Board of Trustees.

When Rush first conceived his plan in 1782, the end of the long war for independence was in sight. He and those with him acted upon the need for an expanding educational system if the new nation were to survive as a democracy. They met it with this new college “over Susquehanna,” in what was then a village and military post on the western frontier. Rush brought to it as the first of its long line of presidents Dr. Charles Nisbet, Scottish theologian and graduate of the University of Edinburgh, famous for his great learning and remembered as a brilliant and effective teacher. The schoolhouse between Liberty Alley and Pomfret Street was enlarged, the Grammar School continuing (as with most American colleges for a century and more) an essential element in maintaining a standard of preparation. Here, and in the neighboring court house, classes went on for two decades.

The move to the larger John Dickinson Campus of today came in 1804 with the opening of West College. “Old West” replaced an earlier building burned before completion and among the many who rallied to the aid of the College in meeting this disaster was Benjamin Latrobe, America’s first professional architect and designer of the nation’s Capitol. Now a Registered National Historic Landmark, West College stands as one of the finest surviving examples of his work and of American Georgian architecture. Latrobe’s cupola was inspired by the Temple of the Winds at Athens with its fish-tailed god of the sea as weathervane. This last feature, under the sympathetic eye and hand of a Carlisle coppersmith, took form as the little Mermaid who was to become the emblem and presiding deity of the campus at Carlisle.

The foundation laid by Dr. Rush looked both to continuing support by the Presbyterian Church and to a public endowment. The first diminished as the second increased until, in the early nineteenth century, Dickinson was virtually a state institution. Neither, however, was entirely adequate. In 1833, by an agreement with the Methodist Church, the old Board resigned and was replaced by Methodist clergy and laymen operating with funds held by their neighboring conferences. A building was acquired for the Grammar School and a new one, East College, now the Bernard Center for the Humanities, was completed in 1837.

The Methodist society had growth with great rapidity, much on the frontier and among the poorer classes. This was one of its earliest moves to sponsor higher education. The new faculty and the new president, John Price Durbin, were well aware that a close sectarianism would deprive their students of cultural advantage, and that a broad liberal arts program would broaden the Church as a whole. The aim of this faculty, which Moncure D. Conway, author and anti-slavery leader, pronounced “not surpassed in ability by any in America,” was “not to make us preachers, but to make us leaders of men,

whatever our avocation." The new faculty, too, was careful to preserve the student organizations and traditions of the preceding half century.

The Civil War brought a new crisis to the College, about half of whose student body had always been drawn from the South. Briefly, in 1863, Confederate invaders bivouacked on the campus and, after Gettysburg, East College served as a hospital. It was in the years of post-war expansion that alumni contributions began the endowment funds of the College itself, supplementing and then surpassing the income from those of the conferences. In this growth the independence of the trustees under the College Charter was reasserted without severing the historic church alliance. In 1933, the Mooreland estate, now the Benjamin Rush Campus, was acquired. This doubled the size of the campus and, under the present administration, the whole has been expanded westward, with a complex of new buildings in both areas.

In Dickinson College history one sees the teacher, student and alumnus of today against a background of two hundred years, the moods of the past clearly reflected in those of the present. Professors of the eighteenth century felt the same concern for their times, the same responsibility to transmit the cultural heritage of civilization. Their students often rebelled against a prevailing emphasis on classical lore, demanding a relevance to contemporary life which Benjamin Rush himself had championed. Dickinson's two student literary societies, Belles Lettres, founded in 1786, and the Union Philosophical of 1789, forming two enclaves of independent activity and self-government, debated contemporary issues, read original papers, and maintained libraries which were for many years of far more immediate interest and value than that of the College. In the curriculum, modern languages came early to the fore, and the sciences were emphasized from the beginning, with Thomas Cooper and Spencer Fullerton Baird outstanding figures in advancing them. Noteworthy in the academic expansion of the 1880's were the first science building, Tome, the first library building, and the establishment of Pennsylvania's Alpha Chapter of Phi Beta Kappa. Coeducation began at this time. In a sharp confrontation with indignant young manhood, the first women students amply demonstrated their scholastic equality.

The history, and the success, of a college is seen also in the careers of its alumni. Dickinson has always turned to her long roster of state and national leaders with pride. A graduate of the old campus on Liberty Alley became Chief Justice of the United States Supreme Court. One of the first boys to room in "Old West" went on to Congress, the diplomatic service and the White House. By these and many others, from those earliest days of the little frontier school "over Susquehanna," on down into our own times, the aspirations and ardors of the Dickinson years have been reflected in the world around us.

CHARLES COLEMAN SELLERS, *Historian of the College*



ADMISSIONS

Dickinson College desires students whose intellectual ability and achievement, whose motivation, creativity, self-discipline and potential assure their success in a selective academic community. As important to the College are students whose character and personality have won respect as the result of their accomplishments, their interest in others, the things they value and are enthusiastic about, and their special talents or abilities. In other words, the College wants students who are not only well-read, academically alert and interested in scholarly excellence, but also those likely to make a contribution to the quality of campus life by their participation, their concern for the well-being of others, and their talents which find expression outside the classroom.

The Admissions Staff seeks to identify students whose goals are in harmony with the aims of a liberal education as it exists in the Dickinson environment.

Aware that students from various social, ethnic and economic backgrounds contribute to the richness of campus life, the College welcomes applications for admission from a diverse group. Recognizing that some students may not have had the advantages of a full preparatory experience, the College seeks to assist such students in the transition to Dickinson.

The College has a stabilized enrollment of about 1600. Each applicant is carefully considered in terms of the qualities it seeks. Along with the evidence supplied in the application form, the College also considers records and confidential statements from secondary schools and test results including the College Entrance Examination Board. Students interested in art or writing may wish to submit a portfolio of their work for review *directly* to the appropriate academic departments.

ADMISSION PROCEDURES

The admissions application and secondary school transcript form may be obtained from the Office of Admissions. A fee of \$20.00 is required at the time the application is submitted. This fee is neither refundable nor credited to any account. Regular decision candidates should apply prior to February 15 of their senior year. Early Decision candidates should apply prior to November 1.

INTERVIEW

A visit to the campus for an interview or information session is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson. It is with a view to providing greater insight into the College, rather than as a technique of selection that the interview and visit to the campus is encouraged.

Individual interviews may be scheduled with a member of the Admissions staff between 9:00 a.m. and 4:00 p.m., Monday through Friday, except between February 15 and April 1.

Group information sessions are conducted on Saturday at 10:30 a.m., September through April, week days at 1:30 p.m. and legal holidays when the College is in session.

Appointments should be made well in advance of a planned visit.

ADMISSION REQUIREMENTS

THE MINIMUM REQUIREMENT FOR ENTRANCE TO DICKINSON COLLEGE is the satisfactory completion of a secondary school program of at least sixteen units, including four units of English, two (preferably three) units of one foreign language, two units of natural science, one unit of a social science and two (preferably three) units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements.

THE TESTS OF THE COLLEGE ENTRANCE EXAMINATION BOARD: The Scholastic Aptitude Test is required of all applicants. Results of this test taken in the junior year must be submitted for Early Decision. All admissions candidates taking the Scholastic Aptitude Test in their senior year should take them in November, December or no later than February.

COLLEGE BOARD ACHIEVEMENT TESTING—Achievement testing is not required for admission to Dickinson. However, if a student wishes to satisfy a prerequisite requirement and place out of, or into a higher level course, (such as foreign language) he should plan to take an achievement test or

Advanced Placement Test in the appropriate area. On the basis of this testing, the student will then be placed at the appropriate course level. Those students interested in majoring in the sciences or in math are encouraged to take either Math Level I or Math Level II College Board Achievement Tests in addition to other appropriate achievement tests.

It also should be noted that while achievement testing scores submitted prior to evaluation of an applicant's admission application will not be used detrimentally, in many cases strong achievement testing available during the application review process will be beneficial in a student's admission. For these reasons many students may wish to take selected College Board Achievement Tests.

Applications and schedules for these examinations may be obtained by writing to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

FOREIGN STUDENT ADMISSIONS: Dickinson College encourages those foreign student to apply for admittance who have successfully completed their secondary school requirements and whose knowledge of the English language (as indicated by their score on the TOEFL examination—the Test of English as a Foreign Language) is of sufficient quality to demonstrate minimum difficulty in pursuing a collegiate program. All inquiries should be directed to the Foreign Student Admissions Officer of the College.

PARTICIPATION IN ADVANCED PLACEMENT PROGRAM: A student who achieves a grade of four or five on a College Entrance Examination Board Advanced Placement Test may receive placement and possibly credit for college work in an appropriate course.

A student who achieves a grade of three on a College Entrance Examination Board Advanced Placement Test will receive credit for college work in the appropriate course dependent upon departmental evaluation and recommendation.

Subject matter areas for which no advanced placement examinations exist, and which have been taken at an advanced level, may be evaluated, upon petition, by the relevant department for advanced status.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will satisfy the prerequisites requirement in that department for advanced work.

EARLY DECISION

The qualified candidate *for whom Dickinson is clearly the first choice* may apply for Early Decision. Such students must apply prior to November 1 of the

senior year and should schedule interviews before that date. The results of the Scholastic Aptitude Test taken in the junior year must be submitted for Early Decision, but *all* candidates are still urged to take the necessary achievement tests for placement purposes. The Early Decision candidate is notified prior to December 10. Regular decision candidates will be notified by April 1.

EARLY ADMISSION

Any student who has accelerated academically is considered as an Early Admissions candidate. An individual interview is required of all students applying in this category. Applications for Early Admission will be reviewed on an individual basis, taking into consideration maturity and readiness to participate in a residential college, as well as academic ability. An Early Admission applicant must have the written recommendation of his secondary school.

DEFERRED ADMISSION

Some students may wish to defer the start of their college experience until they have pursued an alternative activity for a year or two. While an application is filed for a specific entrance date—and *committee action is taken for that specific date*—a student may request the application to be deferred for a later date of review. Such a review of the credentials is possible with the addition of two personal letters from the applicant, one written in October and another in March, detailing the interim experiences.

TRANSFER STUDENTS

Dickinson College accepts transfer students on the basis of available space in the College. Transfer applicants are evaluated on the basis of academic ability and experience. Official transcripts from all colleges attended and a transcript of secondary school work are required. Students considering transferring should make arrangements for a personal interview, if feasible.

The minimum requirement for a degree from Dickinson College is the satisfactory completion of four semesters (16 courses), two semesters of which must be those of the senior year. Distribution requirements and requirements in the major field of study must be satisfied by transfer credit or credit at the College before a degree can be granted. Credits presented for transfer are evaluated by the Registrar.

Application should be made preferably before June 1 for the fall semester and December 1 for the spring semester.

FINANCIAL ASSISTANCE FOR TRANSFERS

Transfer students (except junior college graduates) are not eligible for financial aid during their first year. Financial aid, in the form of scholarships or grants, is based on need and is available *only* to those transfers from two-year colleges *who possess the Associate of Arts degree*. All other transfers must be in residence for one academic year before becoming eligible for such aid. *Any* transfer is eligible for work grants and loans. The Parents' Confidential Statement of the College Scholarship Service must be submitted to determine the degree of financial need. Filing deadlines for this statement are November 15 for January entrance and June 1 for September entrance.

READMISSION

Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the Registrar prior to April 15 for the fall semester, and prior to December 15 for the spring semester. A student who was required to withdraw should consult page 138.

A student who is absent from the College at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the College Committee on Academic Standards to have course credits toward graduation and cumulative grade averages based only on work accomplished after his/her second matriculation. "Successful completion" will mean the attainment of at least a 2.0 average, or a higher probationary average, as stipulated by the Committee.



EXPENSES

The current operating cost of higher education is supported primarily by three areas of income: tuition and fees, endowment, and gifts from alumni,

businesses, parents, and friends. The capital investment of the College, presently \$24 million, has come from contributions over the years from many sources. Dickinson College is conscious of the ever increasing cost of a college education and strives to maintain a quality education that is financially feasible.

All college bills are due and must be paid in full 10 days prior to attendance at class each semester. Failure to pay college bills when due will result in exclusion from college, and no student can have an honorable dismissal or a certificate of advancement until all obligations have been met.

The trustees reserve the right at any time to amend or add to the regulations of the College, including those concerning fees and methods of payment, and to make such changes applicable to students presently enrolled, as well as to new students.

THE COMPREHENSIVE FEE PLAN

Dickinson operates under the Comprehensive Fee Plan which includes tuition and fees—including support for the Holland Union and the athletic program. The Comprehensive Fee is applicable to all students enrolled in three or more courses per semester. Students enrolled in fewer than three courses will be billed on a course basis.

THE RESIDENT PLAN

The Resident Plan includes board, room, and health fee for services rendered through the College infirmary. All resident students are expected to participate in the full resident plan unless excused from any portion by the Office of Student Services.

REGISTRATION FEE

A registration fee will be charged prior to each semester to reserve enrollment in the college class and assignment of dormitory space. This fee of \$200 per semester is credited toward the semester charges. This fee is non-refundable after the due date announced by the College if a student's registration is cancelled.

CHARGES AND FEES FOR 1974-75

All charges and fees are due 10 days prior to attendance of class each semester.

	Per Year
Comprehensive Fee—includes tuition and fees	\$3,025
Resident Fee—includes board, room, and Health Center	1,460
Student Senate Fee (payable in full—Fall Semester)	50
Total	\$4,535

On a per term basis the Comprehensive and Resident Fees are billed at one-half the per year charge.

OTHER CHARGES AND FEES

Per course tuition charge for part-time students	\$470
Auditing	235
Fee per course	35
Practice Teaching	35
Automobile Registration	10
Graduation Fee	20
Application Fee	20
Transcript of Record (provides lifetime service)	15 payable once
Sickness Insurance—per year	24
Accident Insurance—per year	20
ROTC Cadet Activity Fee—per semester	5
Applied Music:	
Full Semester—one hour lesson	\$170
Full Semester—half hour lesson	85
Partial Semester—one hour lesson	14 per hour
Partial Semester—half-hour lesson	7 per half hour
R.O.T.C. Fee (Non-Dickinson Students):	
Per Course	\$115
Per Half-Course	60

PLAN OF PAYMENTS

An itemized statement of charges is mailed approximately six weeks prior to the start of each semester. Since payment is expected in full prior to the

start of classes, persons desiring a payment plan can elect participation in either the Girard Trust Edu-Check Plan or The Insured Tuition Plan. Complete information on these plans may be secured from the College's Business Office. Those persons desiring to use one of the plans must complete the necessary details no later than two weeks prior to the due date for payment.

Students attending college under a provision with a State Board of Assistance or other outside agency must supply complete information to the Business Office.

REFUND OF CHARGES

A student in good standing is entitled to honorable withdrawal at all times. The date on which the Dean of the College approves the student's withdrawal form is the official date of withdrawal. A student desiring to withdraw voluntarily from the College must obtain from the Registrar an application for withdrawal. This form must be properly completed and returned to the Registrar before the student leaves the campus. No refunds will be made by the Business Office until the Registrar's office certifies that the withdrawal procedure has been completed.

Every college has many expenses of a continuing nature. In order to plan and maintain these services over the entire year, it is essential that the annual income from fees be assured. It is understood, therefore, that students are entered for the entire college year.

No refund is made for room charges. Pro-rated refunds on board charges are made only upon authorization of the Dean of Educational Services.

If a student called away during the semester by an emergency finds it impossible to resume his work, he must notify the Registrar's Office of his voluntary withdrawal immediately. Unless notice is filed with the Registrar within three weeks, the student will forfeit his right to honorable withdrawal.

If the withdrawal occurs before the end of the semester, the student is obligated for the full sum of the activities portion of the Comprehensive Fee and for tuition as follows:

Two weeks or less	20%
Between two and three weeks	40%
Between three and four weeks	60%
Between four and five weeks	80%
Over five weeks	100%

No reduction will be allowed for absence of students withdrawn for unsatisfactory conduct or scholarship.

FINANCIAL AID

Dickinson's scholarship and student aid program seeks to provide financial assistance to those whose personal and family resources are inadequate to meet the full cost of a Dickinson education. A number of special loan and scholarship funds have been established over the years by alumni and friends of the College, from which awards are made on the basis of need and merit. Supplementing these funds, the College annually sets aside a portion of its operating budget for scholarships and student aid.

Since it is rarely possible to meet a student's need from a single source, the College usually combines grant-in-aid, loan and part-time employment to the extent of a student's eligibility. Eligibility is determined by analyzing the applicant's records and the Parents' Confidential Statement filed through the College Scholarship Service, Princeton, New Jersey. Parents of freshman applicants for financial aid should file the Parents' Confidential Statement no later than February 15. Parents of upperclassmen and returning students must file by February 1 each year.

GRANTS-IN-AID represent gifts from Dickinson College scholarship funds. See page 154.

NATIONAL DIRECT STUDENT LOANS are federally funded repayable loans. No special application is required beyond the Parents' Confidential Statement as family income determines eligibility. National Direct Student Loans are interest-free while the recipient completes his college and post-graduate education. During the ten-year repayment period, interest on the loan is charged at a rate of 3 per cent. A portion of the principal may be forgiven if the student becomes a teacher of the handicapped or a teacher in certain schools serving low-income families.

THE COLLEGE WORK-STUDY PROGRAM offers eligible students the opportunity for self-help through part-time employment. Usual campus employment requires 12 hours of work while classes are in session. 80 per cent of the College Work-Study Program is financed by federal sources.

REGULATIONS.—Financial assistance is normally awarded for the full academic year. The College reserves the right, however, to review individual cases at any time. Students who have received financial aid may count on its renewal, though not necessarily in the same amount or through the same program, subject to the following conditions: attainment of a satisfactory scholastic record, maintenance of a high standard of conduct, continued existence of financial need and exercise of strict economy. Second year students are sometimes asked to accept a larger loan than they had their first year. Resident students having the use of a motor vehicle are not eligible for aid.

All students desiring *renewal* of financial aid must submit an Application for Financial Aid, and file annually a Parents' Confidential Statement through the College Scholarship Service, Princeton, New Jersey. The latter must be filed by February 1. Complete information concerning the scholarship and financial aid program, including all necessary forms, should be obtained from the Director of Student Aid prior to November 15.

Transfer students are not eligible for financial aid during their first academic year unless they are entering as Juniors with an Associate degree from a two-year college.

Financial aid is limited to eight semesters of eligibility including summer school. Two sessions of summer school are equal to one semester of eligibility.

A student who is required to withdraw from College for academic reasons is not eligible for any financial aid for the first semester of his return. If that student achieves his probationary average at the end of the first semester, then he is eligible for financial assistance the second semester.

Students who wish to establish their financial independence must submit proof of being self-supporting for one calendar year prior to their application.



STUDENT LIFE

One of the primary objectives of the educational program at Dickinson College is to help students develop the capacity to make wise decisions and to use freedom of action with the sense of responsibility which should characterize

mature citizens in a democratic society. The College values its residential character and small size. They permit and encourage efforts to unite experiences inside and outside of the classroom in support of the full development of each student.

Dickinson has moved in recent years to give students greater latitude for the management of their own affairs. Self-governance is a characteristic of residence hall life. Students are full members of the College committees which affect all aspects of life at Dickinson and which make visible our commitment to creation of a learning community.

The Educational Services staff is responsible for coordinating various student support functions and for working with individuals and groups of students to assist them in making the most of the opportunities for growth that exist at the College.

STUDENT GOVERNMENT

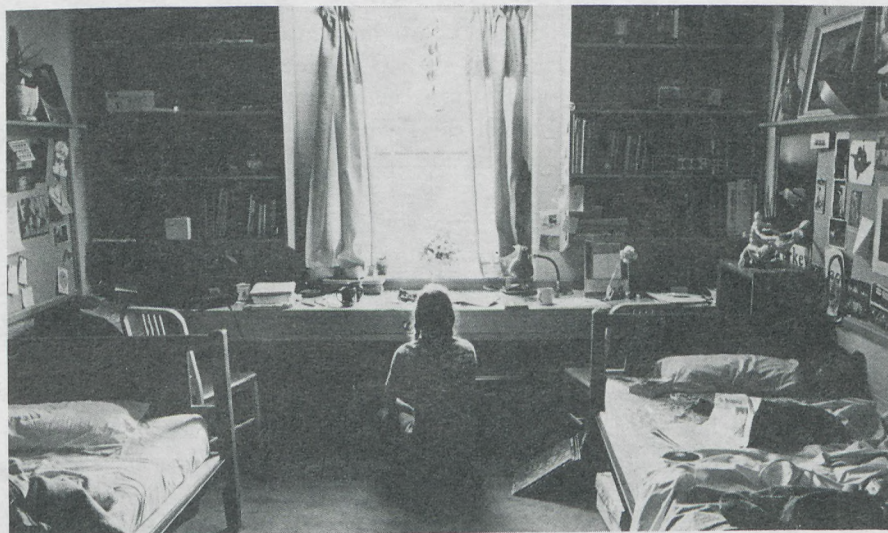
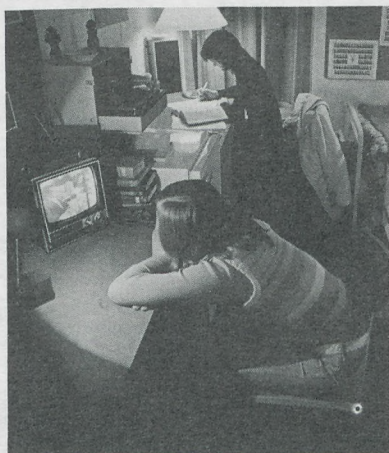
The principal legislative body of Dickinson students is the Student Senate. The Senate manages \$80,000 designated for student activities, elects students to serve on the judicial bodies of the College and on All-College committees, and makes recommendations on matters affecting the student body to the appropriate faculty or administrative agencies.

JUDICIAL SYSTEM

Dickinson subscribes to the principles of the Joint Statement on Rights and Freedoms of Students developed by the National Student Association, the American Association of University Professors, the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, and the Association of American Colleges. In line with these principles, Dickinson seeks to regulate student conduct only in areas which have persuasive relevance to the College's function as an academic institution.

The Academic Violations Hearings Board

The Academic Violations Hearings Board may hear all cases involving allegations that a student has violated a policy which governs the academic program of the College. The Board is composed of the Associate Dean of the College, three members of the faculty, the Vice President of the Student Senate, and two students elected by the Student Senate.



The Social Violations Hearings Board

The Social Violations Hearings Board may hear all cases involving allegations of misconduct except allegations that a student has violated a policy which governs the academic program of the College. It also hears appeals from persons on whom a penalty has been imposed by the judicial body of a residence hall. The Social Violations Hearings Board consists of two faculty members, one administrator, the Vice-President of the Student Senate, and three students elected by the Student Senate.

The Student Academic Grievance Board

The Student Academic Grievance Board may hear allegations of Faculty actions which constitute violations of the "Guidelines on Faculty Conduct." The Board consists of the Dean of Educational Services, the Vice-President of the Student Senate, two members of the Faculty elected by the Faculty, and one student elected by the Student Senate.

COUNSELING AND ADVISING

Every student at Dickinson is assigned a member of the faculty who acts as his/her adviser. The adviser helps to plan student programs for each semester and advises on choice of major and plans for future study and vocation. Faculty advisers to freshmen are assigned to groups of students who live in the same area of a residence hall. This allows the adviser to become familiar with the total life of the student and to assess the impact of non-academic activities upon the student's academic performance.

A few days before the beginning of the fall semester, new students participate in an orientation program designed to acquaint them with both the academic and non-academic aspects of life at Dickinson.

The Counseling Center staff, which consists of three college counselors, is available to all students for a variety of developmental concerns including educational-vocational decisions, psychological problems, development of individual goals, and choice of major. The staff makes a particular effort to initiate career orientation programs.

Also available for counseling are the Dean of Educational Services, the Associate Deans of Educational Services, the College Chaplain and the Assistant Chaplain.

HEALTH SERVICE

The College provides a Health Center staffed by practicing physicians retained by the College and registered nurses who provide care for minor illnesses. The Carlisle Hospital is close by for emergency treatment and major illness.

In the event of prolonged illness, the student and his parents or guardian must make arrangements for medical service and care. College fees do not cover such cases, nor do fees provide for specialists, laboratory tests, X-rays, allergy or immunization treatment.

The College requires that students avail themselves of an accident insurance policy, arranged through the Insurance Company of North America, to provide care beyond that provided by the Health Center unless the student is already amply covered by insurance and the parents and student sign a statement to this effect.

PLACEMENT

The Placement Bureau, which is part of the Counseling Center, aids seniors and alumni in solving employment problems and further assists undergraduates in seeking part-time or summer work during their college years. Vocational guidance materials and career information are available in the Counseling Center. Placement of teachers is coordinated through the Department of Psychology and Education. A Placement Library is also maintained.

RELIGIOUS LIFE

From its founding, Dickinson College has subscribed to the belief that the worship of God and the study of religion are integral to liberal education. In response to a heritage that recognizes freedom of worship, no student is ever denied admission to the College because of sect or creed. In addition to its courses in the Department of Religion, the College invites student participation in voluntary worship services on campus. An ecumenical Christian service is conducted each Sunday morning at 11 o'clock in the Schlechter Auditorium by the Chaplains and guest ministers. In addition to this worship opportunity, Jewish Services are conducted each Friday evening at 7:00 p.m. and each Saturday morning at 9:30 a.m.; Roman Catholic Mass is celebrated each Sunday at 6:15 p.m.; and there are special services for the Jewish High Holy Days and on Christian feasts and festivals.

In addition, the College enjoys a fine spirit of cooperation with the churches in the Carlisle community. On campus, various denominational and religious

fellowships are coordinated through the Office of the Chaplain and appropriate student-faculty committees. Action-in-Society is the major student fellowship which serves the campus and community through various social service programs such as PEER, tutoring, work with mentally handicapped persons, and Big Brother/Sister guidance projects.

DRAMATICS

The Mermaid Players, Dickinson's drama organization, presents four major productions each year. Other activities of the group include several "laboratory" plays and a series of one-act freshman plays. Opportunities for participation are unlimited, for there is much work to be done with scenery, makeup, coaching, and costumes.

DEBATE

The Debate Council participates in an extensive program of intercollegiate debating. All students are eligible for membership; those students with good scholastic averages are eligible to travel with the squad to tournaments scheduled with other colleges throughout the East and South.

MUSIC

Dickinson offers the student varied opportunities to participate in vocal and instrumental musical organizations. The College-Community Orchestra is open to students and musicians from the surrounding area; the College Choir presents two major concerts each year; the Chapel Choir is composed of about thirty voices; and the Collegium Musicum is a small, select group of experienced singers and instrumentalists chosen from the student body and faculty.

ATHLETICS

Dickinson supports intercollegiate competition for men in football, soccer, cross-country, basketball, swimming, baseball, track, tennis, golf and lacrosse. Dickinson women participate in intercollegiate tennis, basketball, swimming and field hockey.

Contests are scheduled with colleges which have similar athletic and academic policies. Athletes are eligible for scholarships and grants-in-aid on the same terms as other students.

There is an extensive intramural sports program which includes activities for men, women and coeducational groups. Competition is offered in basketball, touch football, field hockey, volleyball, softball, bowling, swimming, golf, squash, archery, badminton, tennis, table tennis, lacrosse, pool, skiing and marksmanship.

PUBLICATIONS

In addition to the *Catalogue*, the College publishes two periodicals: *Dickinson Today*, a quarterly, and the *Dickinson Alumnus*.

Student publications include the college newspaper, *The Dickinsonian*; the *Senator* which carries announcements, campus news and late scores; the *Microcosm*, Dickinson's yearbook; and *The Mermaid's Tale*, an information annual for old as well as new students.

RADIO

Formerly an AM station, WDCV, the College radio station, has converted to non-commercial educational FM. Interest and support for WDCV are entirely products of student efforts. Programming is consistent with regulations for non-commercial stations as outlined by the FCC.

FRATERNITIES AND SORORITIES

Approximately 45 percent of the Dickinson men belong to the ten national fraternities which have chapters at Dickinson College—Alpha Chi Rho, Beta Theta Pi, Kappa Sigma, Phi Epsilon Pi, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi.

One national sorority has a chapter at Dickinson—Pi Beta Phi. There are two local sororities—Alpha Delta Epsilon and Delta Nu. Approximately thirty percent of the Dickinson women are affiliated with sororities.

HONORARY FRATERNITIES

The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College April 13, 1887. Election to membership is the highest

academic honor available to a Dickinson student, and only those who rank among the top 10 percent of their class are eligible.

Omicron Delta Kappa, established at Dickinson in 1927, is a national honorary for senior men of outstanding leadership ability. Other honorary societies are as follows: Tau Kappa Alpha, debating and oratory; Pi Delta Epsilon, journalism; Alpha Psi Omega, drama; Pi Gamma Mu, social science; Phi Mu Alpha Sinfonia, music; Delta Phi Alpha, German; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Eta Sigma Phi, Classics; Raven's Claw, senior men; and Wheel and Chain, senior women.

RESIDENCE HALLS

Dickinson is a residential college. This means that the program of the College is conducted on the assumption that an important element in education is an interchange of ideas outside the classroom, which is facilitated by the association of students living together in residence halls. By utilizing a variety of physical arrangements, the College attempts to enhance a student's educational environment and his sense of community without hindering his individual choice of life style. Any student who is not officially accepted as a commuting or married student is required to reside in a College hall for each of his four years. All resident freshmen are assigned spaces by the Associate Dean for Residential Services on the basis of questionnaire completed before matriculation. Other students choose their living spaces in an order determined by lot. All men who are affiliated with the ten national fraternities having chapters on the Dickinson campus must reside in the college-owned residences assigned to their respective fraternities. Special authorization must be obtained from the Office of Student Services to live off campus.

In accordance with faculty legislation, each residence hall establishes its own regulations affecting the conduct of residents and guests including such matters as curfews and parietal hours. These regulatory codes are developed by residents of the living unit and approved by the Associate Dean for Residential Services.

Residence Halls For Women

Residences for women range in capacity from 8 to 195 students. Freshman women live in Drayer, Morgan and Witwer Halls. Each of these residences has a director and student Resident Advisers available for counseling and advising students.

Upperclass women live in Drayer and Witwer Halls, and several of the smaller campus residences. Upperclass women are provided with keys to their residence halls.

Residence Halls For Men

Residences for men range in capacity from 46 to 195. Freshman men live in Morgan and Adams Halls and are assigned an upperclass Resident Adviser. These are carefully selected sophomore, junior and senior men who are available for advising new students. Upperclass fraternity men and some independent men reside in College-owned residence halls assigned to each of the ten national chapters.

Residence Halls For Men and Women (Coed)

Adams, Kisner-Woodward, McKenney and Malcolm Halls are residences for men and women who reside on alternate floors or in separate suites. The buildings range in size from 77 to 172 students.

BOARDING

All resident students are expected to participate in the College's Board Plan, the cost of which is included in the Resident Fee. The Food Service Department will provide for special dietary problems, when the existence of such problems is documented. The Food Service often presents special "theme" meals. All boarding students eat together in the dining room in the Holland Union.

AUTOMOBILES

Freshmen are not permitted to maintain automobiles at Dickinson or in Carlisle and its environs. Upperclass students may maintain automobiles when they are registered with the Security Office. No student who is a recipient of financial aid may maintain a car at Dickinson.

ANIMALS

Animals are not permitted in College buildings or on College property. The only exception is animals kept in laboratory buildings where they are used for scientific purposes authorized by members of the Faculty.



THE CAMPUS

The physical plant of the College consists of more than 50 buildings on 48 acres of land near the center of Carlisle, a pleasant community of 20,000. Additionally, the College has a recreation area of 65 acres and other properties apart from the main campus.

While many of the buildings are of Georgian design, a number reflect a more contemporary style. The use of native limestone in most buildings provides continuity throughout the campus.

The *John Dickinson Campus* is the site of four major buildings framed by a low limestone wall erected in 1833. Other buildings are grouped around this campus, many being located on the *Benjamin Rush Campus* or other properties west of College Street. The President's house was built in 1833 and has been the residence of the presidents of the College since 1890.

The *Charles Nisbet Campus*, bringing together the Anita Tuvin Schlechter Auditorium complex, the Boyd Lee Spahr Library and 14 residences, is the newest segment of the campus. Fifteen of the eighteen buildings on seventeen acre Nisbet campus have been constructed in the last decade.

The physical plant is estimated to have a value of more than \$24 million.

COLLEGE BUILDINGS

Academic and Administrative

WEST COLLEGE, 1804. See page 7 for history. Inter-Faith Chapel; Memorial Hall, McCauley Room, classrooms, faculty and administrative offices, Department of Economics.

THE BOYD LEE SPAHR LIBRARY, 1967. 219,000 volumes. 1,100 periodicals.

The library is the core of the liberal arts community and is designed to support scholarly research, independent study, and all regular academic programs of the College. Resources include printed materials in every form, recordings, microfilm, photographs and manuscripts.

The library provides seating for 800 readers, including closed carrels for faculty use and honors carrels for assignment to students pursuing independent studies. Open-stack areas are concentrated on the upper and lower levels. Reference and audio-visual areas are located on the main floor. The Alexander A. Sharp Room near the main entrance offers an opportunity for relaxation in an attractive setting. On the upper level, the Alvah A. Wallace Lounge commands a broad view of the *Benjamin Rush Campus* and the May Morris Room houses Dickinson's special collections.

The library is a United States Government Depository, a member of the Union Library Catalogue of Philadelphia Metropolitan Area, and a member of the Area College Library Cooperative Program of Central Pennsylvania.

When the College is in session, the library is open from 8:00 a.m. to midnight, Monday through Thursday; 8:00 a.m. to 10:00 p.m. on Friday; 10:00 a.m. to 10:00 p.m. Saturday, and 1:00 p.m. to midnight on Sunday.

THE BERNARD CENTER FOR THE HUMANITIES, 1970. Named in honor of B. A. and Rebecca S. Bernard, the Center is housed in the restored East College, built originally in 1836. Departments of English, Classical Languages, Philosophy and Religion. Classrooms, departmental libraries, seminar rooms, faculty offices.

ALTHOUSE SCIENCE HALL, 1958. Named in honor of C. Scott Althouse. Departments of Chemistry and Geology. Lecture halls, laboratories, scientific library, museum, Bonisteel-Yeagley Multiple Telescope Observatory, research offices.

TOME SCIENTIFIC BUILDING, 1883. Renovated 1958. Department of Physics and Astronomy. Lecture halls, laboratories, Roscoe O. Bonisteel Planetarium, research offices.

DANA BIOLOGY BUILDING, 1966. Named in honor of Charles A. Dana. Department of Biology. Lecture halls, laboratories, departmental library, research offices, greenhouse.

REED HALL. Renovated 1958. Department of Psychology and Education. Classrooms, laboratories, offices.

DENNY HALL, 1905. Renovated 1965. Departments of Military Science, History, Political Science, and Sociology and Anthropology. Classrooms, offices, anthropology museum.

SOUTH COLLEGE, 1948. Renovated 1970. Department of Mathematics. College Computer Center, classrooms, offices.

BOSLER HALL, 1884. Renovated 1969. Departments of Fine Arts, Modern Languages and Music. Language laboratory, electronic learning center, classrooms, seminar rooms, offices.

Student Life

HOLLAND UNION BUILDING, 1964. Named in honor of Homer C. Holland. College dining room, Mathers Theatre, snack bar, social hall, meeting rooms, offices, radio station, game room, college store, campus publications center, television lounge, campus post office and Office of Student Services.

DICKINSON COLLEGE CHAPEL, 1957. Used by the College and the congregation of the Allison United Methodist Church.

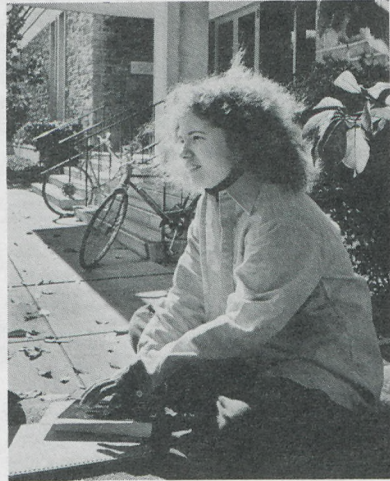
HEALTH CENTER. Located on the ground floor of Drayer Hall. Completely equipped dispensary and infirmary.

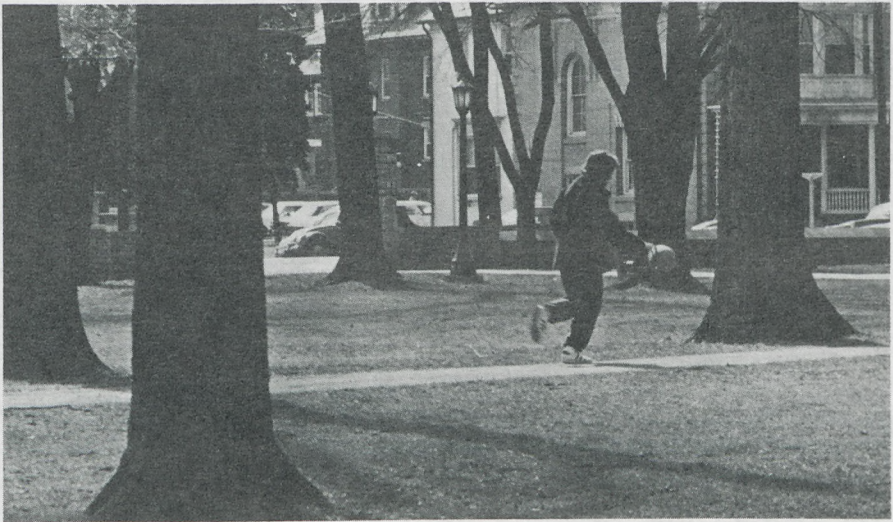
ANITA TUVIN SCHLECHTER AUDITORIUM, 1971. Named in honor of the daughter of Louis A. Tuvin, principal donor. This facility is equipped for three separate performances or as a theater in the round. It contains the latest in audio and lighting features.

Athletic Facilities

HERMAN BOSLER BIDDLE MEMORIAL ATHLETIC FIELD. Intercollegiate athletics. 12 acres. Football field, tartan track, tennis courts, lacrosse field, baseball diamond, permanent stands, press box, field house, and storage facilities.

ALUMNI GYMNASIUM, 1929. Department of Physical Education. Main floor for intercollegiate basketball and indoor intramural programs. Swimming pool and offices. Squash courts adjacent.





SPORTS AND RECREATION AREA. 65 acres located two miles east of the campus along Route 11. Natural life study area, golf driving range, intramural sports area.

Auxiliary Facilities

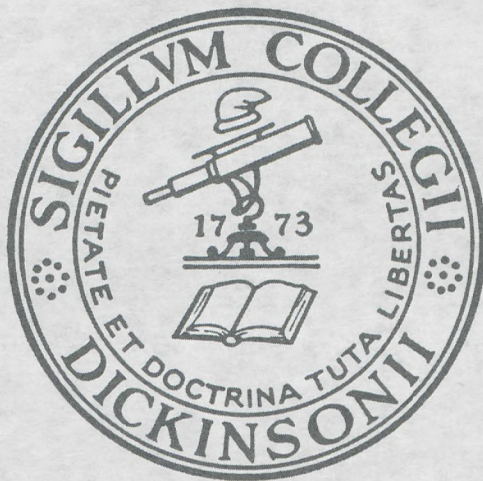
FLORENCE JONES REINEMAN WILDLIFE SANCTUARY. Faculty and students at Dickinson College are privileged to enjoy the use of the 3,100 acre Florence Jones Reineman Wildlife Sanctuary for teaching and study. The sanctuary is administered by The Girard Bank and J. Welles Henderson, Esq., trustees of the Estate of Mrs. Florence W. Erdman of Philadelphia, who through her will, provided funds for its creation and operation in memory of her mother.

The sanctuary lies in a sparsely populated area of Perry County known as Green Valley, 14 miles north of Carlisle with convenient access via State Route 74 through historic Waggoner's Gap. Construction of a field station and a custodian's house was completed in 1971 and under the terms of the will, the sanctuary, under authorized supervision, may be utilized by students, qualified naturalists and conservationists, ". . . to enlighten and educate the public so as to develop their interest in preserving wildlife for future generations."

Since 1957, the sanctuary has been an undisturbed area, and no hunting, trapping, fishing or recreational uses are permitted. Forested with oak, hem-

DICKINSON

College Bulletin 1974-75



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introduction

TO DICKINSON



THE AIMS OF EDUCATION AT DICKINSON

The educational philosophy of Dickinson College is written in the two hundred years of its rich and troubled history. Students and teachers have come to this College over the years for a variety of reasons and have left to pursue a wide diversity of ends. These can be summarized in three ideals: learning, liberty, virtue. Taken together they define the aims of the College to be a quest after knowledge for its own sake, but also as leading to involvement in practical affairs for the sake of social good and individual dignity.

This cluster of educational purposes was recognized by the "Representatives of the Freemen of the Commonwealth of Pennsylvania in General Assembly met" when they granted Dickinson College its charter in 1783. "The happiness and prosperity of every Community," they said, "depends much on the right education of the Youth who must succeed the Aged in the important offices of Society." "The most exalted Nations have acquired their pre-eminence by the virtuous principles and liberal knowledge instilled into the minds of the rising generation." Therefore they proclaimed the creation of a college dedicated to "the instruction of Youth in the learned languages" and in the "useful arts, Sciences, and Literature."

Benjamin Rush expressed these same aims with eighteenth century elegance when, appealing to Charles Nisbet to come from Scotland as Dickinson's first president, he extolled the peculiar virtues of education in the frontier west of Susquehanna. "Human nature," said Rush, "here (unsubdued by the tyranny of European habits and customs) yields to reason, justice, and common sense. Come sir, and spread the influence of science and religion among us. America seems destined by heaven to exhibit to the world the perfection which the mind of man is capable of receiving from the combined operations of liberty, learning, and the gospel upon it."

Liberal knowledge, learning for its own sake and for the cultural enrichment it provides, is the oldest and most fundamental aim of Dickinson education. The first curriculum generously encompassed the fields of available scholarship: Rhetoric, Literature, Composition, Latin and Greek, Mathematics, Astronomy, Economics, Political Economy, and Moral Philosophy. Learning in this classical sense has been the bedrock supporting and eventually outlasting the various other purposes through which the College in ever changing times has sought to be relevant to the times in which it found itself. President John Durbin, in the 1830's, epitomized the aspirations of this ideal when he insisted that "the grand design of education is to excite, rather than to pretend to satisfy, an ardent thirst for information; and to enlarge the capacity of the mind, rather than to store it with knowledge, however useful."

In addition to learning is liberty. Dickinson College was chartered to secure the "happiness and prosperity" of the nation by educating the rising generation in the arts and knowledge which would enable them to succeed their elders in the "important offices of Society." In accord with this goal, graduates of the College have distinguished themselves in state and national public office, in law, medicine, and the ministry. The College was embroiled in abolitionist controversies in the pre-Civil War decades, and in the 1880's it opened its doors for the first time to women and to blacks. A Department of Peace and Public Service existed for a time in the early part of the twentieth century. More recently off-campus and intern programs, as well as a system of all-College governance, have offered students an opportunity to enrich their learning through involvement in its civic and pragmatic applications. A statement from the 1960's encourages Dickinsonians to see their world as one in which "the educated man is able, by virtue of the power gained through knowledge, to influence both his environment and the course of history," and thereby to use "his power in the service of the human community." In this way learning bears the social fruit of liberty.

Without "virtuous principles," however, knowledge and power are incomplete. The original charter, although insisting upon the autonomy of the College from all ecclesiastical control, acknowledged that the happiness and prosperity of Community can be accomplished only "under the direction and government

of divine providence." Benjamin Rush's 1785 *Plan of Education* began by insisting that "the fear of the Lord is the beginning of all wisdom, and should be the end & Object of all education." Over the decades Presbyterian propriety had been mellowed by Methodist piety; the common sense realism of Charles Nisbet's required course in Moral Philosophy had been supplanted by President Durbin's early morning chapels. Today the College's religious and moral purposes have been enlarged to embrace the whole world of human values and commitments. The College seeks an atmosphere in which a diversity of beliefs can be encountered, their claims upon a person critically assessed, and the significance of each fully appreciated. The College aspires to provide a context in which each person might deepen his understanding of the values which are rooted in his past and find their relevance to the social and personal illustration of the day.

Dickinson College's pluralism of purposes is thus embodied in its past. Its educational philosophy has been to be a college of the liberal arts emphasizing classical learning and the disinterested pursuit of truth, a pre-professional college training a rising generation for public service and involvement in social change, a developmental college fostering individual maturation and the discovery of moral values. The College has grown through two centuries as a result of the tensions and confusions bred by these many-sided and often contradictory aims. Most profoundly, therefore, its purpose lies in sustaining an educational environment in which these varied ends can thrive, each vying for the loyalties of students and faculty, each learning from the others, together furnishing the means by which "reason, justice, and common sense" might prevail and the nation's youth prepare themselves for the responsibilities and opportunities of adulthood.

GEORGE ALLAN, *Dean of the College*

A BRIEF HISTORICAL SKETCH

Dickinson College dates its founding from March 3, 1773, when Thomas and John Penn deeded a town lot to the trustees of the Grammar School in Carlisle. This is the earliest legal record of a "classical academy" which had existed as an adjunct of the Presbyterian Church since the 1760's, and which, by its charter of September 9, 1783, became Dickinson College. That transformation was due entirely to the idealism and energy of Benjamin Rush, physician, teacher of medicine and signer of the Declaration of Independence. The old Board of Trustees was then enlarged from nine to forty, bringing in men of influence in every part of the state, and was established as a self-perpetuating corporation independent of sectarian control. Chief among those whom Rush had enlisted in his cause was Governor John Dickinson, "Penman

of the Revolution,” who served for many years as President of the Board of Trustees.

When Rush first conceived his plan in 1782, the end of the long war for independence was in sight. He and those with him acted upon the need for an expanding educational system if the new nation were to survive as a democracy. They met it with this new college “over Susquehanna,” in what was then a village and military post on the western frontier. Rush brought to it as the first of its long line of presidents Dr. Charles Nisbet, Scottish theologian and graduate of the University of Edinburgh, famous for his great learning and remembered as a brilliant and effective teacher. The schoolhouse between Liberty Alley and Pomfret Street was enlarged, the Grammar School continuing (as with most American colleges for a century and more) an essential element in maintaining a standard of preparation. Here, and in the neighboring court house, classes went on for two decades.

The move to the larger John Dickinson Campus of today came in 1804 with the opening of West College. “Old West” replaced an earlier building burned before completion and among the many who rallied to the aid of the College in meeting this disaster was Benjamin Latrobe, America’s first professional architect and designer of the nation’s Capitol. Now a Registered National Historic Landmark, West College stands as one of the finest surviving examples of his work and of American Georgian architecture. Latrobe’s cupola was inspired by the Temple of the Winds at Athens with its fish-tailed god of the sea as weathervane. This last feature, under the sympathetic eye and hand of a Carlisle coppersmith, took form as the little Mermaid who was to become the emblem and presiding deity of the campus at Carlisle.

The foundation laid by Dr. Rush looked both to continuing support by the Presbyterian Church and to a public endowment. The first diminished as the second increased until, in the early nineteenth century, Dickinson was virtually a state institution. Neither, however, was entirely adequate. In 1833, by an agreement with the Methodist Church, the old Board resigned and was replaced by Methodist clergy and laymen operating with funds held by their neighboring conferences. A building was acquired for the Grammar School and a new one, East College, now the Bernard Center for the Humanities, was completed in 1837.

The Methodist society had growth with great rapidity, much on the frontier and among the poorer classes. This was one of its earliest moves to sponsor higher education. The new faculty and the new president, John Price Durbin, were well aware that a close sectarianism would deprive their students of cultural advantage, and that a broad liberal arts program would broaden the Church as a whole. The aim of this faculty, which Moncure D. Conway, author and anti-slavery leader, pronounced “not surpassed in ability by any in America,” was “not to make us preachers, but to make us leaders of men,

whatever our avocation." The new faculty, too, was careful to preserve the student organizations and traditions of the preceding half century.

The Civil War brought a new crisis to the College, about half of whose student body had always been drawn from the South. Briefly, in 1863, Confederate invaders bivouacked on the campus and, after Gettysburg, East College served as a hospital. It was in the years of post-war expansion that alumni contributions began the endowment funds of the College itself, supplementing and then surpassing the income from those of the conferences. In this growth the independence of the trustees under the College Charter was reasserted without severing the historic church alliance. In 1933, the Mooreland estate, now the Benjamin Rush Campus, was acquired. This doubled the size of the campus and, under the present administration, the whole has been expanded westward, with a complex of new buildings in both areas.

In Dickinson College history one sees the teacher, student and alumnus of today against a background of two hundred years, the moods of the past clearly reflected in those of the present. Professors of the eighteenth century felt the same concern for their times, the same responsibility to transmit the cultural heritage of civilization. Their students often rebelled against a prevailing emphasis on classical lore, demanding a relevance to contemporary life which Benjamin Rush himself had championed. Dickinson's two student literary societies, Belles Lettres, founded in 1786, and the Union Philosophical of 1789, forming two enclaves of independent activity and self-government, debated contemporary issues, read original papers, and maintained libraries which were for many years of far more immediate interest and value than that of the College. In the curriculum, modern languages came early to the fore, and the sciences were emphasized from the beginning, with Thomas Cooper and Spencer Fullerton Baird outstanding figures in advancing them. Noteworthy in the academic expansion of the 1880's were the first science building, Tome, the first library building, and the establishment of Pennsylvania's Alpha Chapter of Phi Beta Kappa. Coeducation began at this time. In a sharp confrontation with indignant young manhood, the first women students amply demonstrated their scholastic equality.

The history, and the success, of a college is seen also in the careers of its alumni. Dickinson has always turned to her long roster of state and national leaders with pride. A graduate of the old campus on Liberty Alley became Chief Justice of the United States Supreme Court. One of the first boys to room in "Old West" went on to Congress, the diplomatic service and the White House. By these and many others, from those earliest days of the little frontier school "over Susquehanna," on down into our own times, the aspirations and ardors of the Dickinson years have been reflected in the world around us.

CHARLES COLEMAN SELLERS, *Historian of the College*



ADMISSIONS

Dickinson College desires students whose intellectual ability and achievement, whose motivation, creativity, self-discipline and potential assure their success in a selective academic community. As important to the College are students whose character and personality have won respect as the result of their accomplishments, their interest in others, the things they value and are enthusiastic about, and their special talents or abilities. In other words, the College wants students who are not only well-read, academically alert and interested in scholarly excellence, but also those likely to make a contribution to the quality of campus life by their participation, their concern for the well-being of others, and their talents which find expression outside the classroom.

The Admissions Staff seeks to identify students whose goals are in harmony with the aims of a liberal education as it exists in the Dickinson environment.

Aware that students from various social, ethnic and economic backgrounds contribute to the richness of campus life, the College welcomes applications for admission from a diverse group. Recognizing that some students may not have had the advantages of a full preparatory experience, the College seeks to assist such students in the transition to Dickinson.

The College has a stabilized enrollment of about 1600. Each applicant is carefully considered in terms of the qualities it seeks. Along with the evidence supplied in the application form, the College also considers records and confidential statements from secondary schools and test results including the College Entrance Examination Board. Students interested in art or writing may wish to submit a portfolio of their work for review *directly* to the appropriate academic departments.

ADMISSION PROCEDURES

The admissions application and secondary school transcript form may be obtained from the Office of Admissions. A fee of \$20.00 is required at the time the application is submitted. This fee is neither refundable nor credited to any account. Regular decision candidates should apply prior to February 15 of their senior year. Early Decision candidates should apply prior to November 1.

INTERVIEW

A visit to the campus for an interview or information session is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson. It is with a view to providing greater insight into the College, rather than as a technique of selection that the interview and visit to the campus is encouraged.

Individual interviews may be scheduled with a member of the Admissions staff between 9:00 a.m. and 4:00 p.m., Monday through Friday, except between February 15 and April 1.

Group information sessions are conducted on Saturday at 10:30 a.m., September through April, week days at 1:30 p.m. and legal holidays when the College is in session.

Appointments should be made well in advance of a planned visit.

ADMISSION REQUIREMENTS

THE MINIMUM REQUIREMENT FOR ENTRANCE TO DICKINSON COLLEGE is the satisfactory completion of a secondary school program of at least sixteen units, including four units of English, two (preferably three) units of one foreign language, two units of natural science, one unit of a social science and two (preferably three) units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements.

THE TESTS OF THE COLLEGE ENTRANCE EXAMINATION BOARD: The Scholastic Aptitude Test is required of all applicants. Results of this test taken in the junior year must be submitted for Early Decision. All admissions candidates taking the Scholastic Aptitude Test in their senior year should take them in November, December or no later than February.

COLLEGE BOARD ACHIEVEMENT TESTING—Achievement testing is not required for admission to Dickinson. However, if a student wishes to satisfy a prerequisite requirement and place out of, or into a higher level course, (such as foreign language) he should plan to take an achievement test or

Advanced Placement Test in the appropriate area. On the basis of this testing, the student will then be placed at the appropriate course level. Those students interested in majoring in the sciences or in math are encouraged to take either Math Level I or Math Level II College Board Achievement Tests in addition to other appropriate achievement tests.

It also should be noted that while achievement testing scores submitted prior to evaluation of an applicant's admission application will not be used detrimentally, in many cases strong achievement testing available during the application review process will be beneficial in a student's admission. For these reasons many students may wish to take selected College Board Achievement Tests.

Applications and schedules for these examinations may be obtained by writing to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

FOREIGN STUDENT ADMISSIONS: Dickinson College encourages those foreign student to apply for admittance who have successfully completed their secondary school requirements and whose knowledge of the English language (as indicated by their score on the TOEFL examination—the Test of English as a Foreign Language) is of sufficient quality to demonstrate minimum difficulty in pursuing a collegiate program. All inquiries should be directed to the Foreign Student Admissions Officer of the College.

PARTICIPATION IN ADVANCED PLACEMENT PROGRAM: A student who achieves a grade of four or five on a College Entrance Examination Board Advanced Placement Test may receive placement and possibly credit for college work in an appropriate course.

A student who achieves a grade of three on a College Entrance Examination Board Advanced Placement Test will receive credit for college work in the appropriate course dependent upon departmental evaluation and recommendation.

Subject matter areas for which no advanced placement examinations exist, and which have been taken at an advanced level, may be evaluated, upon petition, by the relevant department for advanced status.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will satisfy the prerequisites requirement in that department for advanced work.

EARLY DECISION

The qualified candidate *for whom Dickinson is clearly the first choice* may apply for Early Decision. Such students must apply prior to November 1 of the

senior year and should schedule interviews before that date. The results of the Scholastic Aptitude Test taken in the junior year must be submitted for Early Decision, but *all* candidates are still urged to take the necessary achievement tests for placement purposes. The Early Decision candidate is notified prior to December 10. Regular decision candidates will be notified by April 1.

EARLY ADMISSION

Any student who has accelerated academically is considered as an Early Admissions candidate. An individual interview is required of all students applying in this category. Applications for Early Admission will be reviewed on an individual basis, taking into consideration maturity and readiness to participate in a residential college, as well as academic ability. An Early Admission applicant must have the written recommendation of his secondary school.

DEFERRED ADMISSION

Some students may wish to defer the start of their college experience until they have pursued an alternative activity for a year or two. While an application is filed for a specific entrance date—and *committee action is taken for that specific date*—a student may request the application to be deferred for a later date of review. Such a review of the credentials is possible with the addition of two personal letters from the applicant, one written in October and another in March, detailing the interim experiences.

TRANSFER STUDENTS

Dickinson College accepts transfer students on the basis of available space in the College. Transfer applicants are evaluated on the basis of academic ability and experience. Official transcripts from all colleges attended and a transcript of secondary school work are required. Students considering transferring should make arrangements for a personal interview, if feasible.

The minimum requirement for a degree from Dickinson College is the satisfactory completion of four semesters (16 courses), two semesters of which must be those of the senior year. Distribution requirements and requirements in the major field of study must be satisfied by transfer credit or credit at the College before a degree can be granted. Credits presented for transfer are evaluated by the Registrar.

Application should be made preferably before June 1 for the fall semester and December 1 for the spring semester.

FINANCIAL ASSISTANCE FOR TRANSFERS

Transfer students (except junior college graduates) are not eligible for financial aid during their first year. Financial aid, in the form of scholarships or grants, is based on need and is available *only* to those transfers from two-year colleges *who possess the Associate of Arts degree*. All other transfers must be in residence for one academic year before becoming eligible for such aid. *Any* transfer is eligible for work grants and loans. The Parents' Confidential Statement of the College Scholarship Service must be submitted to determine the degree of financial need. Filing deadlines for this statement are November 15 for January entrance and June 1 for September entrance.

READMISSION

Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the Registrar prior to April 15 for the fall semester, and prior to December 15 for the spring semester. A student who was required to withdraw should consult page 138.

A student who is absent from the College at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the College Committee on Academic Standards to have course credits toward graduation and cumulative grade averages based only on work accomplished after his/her second matriculation. "Successful completion" will mean the attainment of at least a 2.0 average, or a higher probationary average, as stipulated by the Committee.



EXPENSES

The current operating cost of higher education is supported primarily by three areas of income: tuition and fees, endowment, and gifts from alumni,

businesses, parents, and friends. The capital investment of the College, presently \$24 million, has come from contributions over the years from many sources. Dickinson College is conscious of the ever increasing cost of a college education and strives to maintain a quality education that is financially feasible.

All college bills are due and must be paid in full 10 days prior to attendance at class each semester. Failure to pay college bills when due will result in exclusion from college, and no student can have an honorable dismissal or a certificate of advancement until all obligations have been met.

The trustees reserve the right at any time to amend or add to the regulations of the College, including those concerning fees and methods of payment, and to make such changes applicable to students presently enrolled, as well as to new students.

THE COMPREHENSIVE FEE PLAN

Dickinson operates under the Comprehensive Fee Plan which includes tuition and fees—including support for the Holland Union and the athletic program. The Comprehensive Fee is applicable to all students enrolled in three or more courses per semester. Students enrolled in fewer than three courses will be billed on a course basis.

THE RESIDENT PLAN

The Resident Plan includes board, room, and health fee for services rendered through the College infirmary. All resident students are expected to participate in the full resident plan unless excused from any portion by the Office of Student Services.

REGISTRATION FEE

A registration fee will be charged prior to each semester to reserve enrollment in the college class and assignment of dormitory space. This fee of \$200 per semester is credited toward the semester charges. This fee is non-refundable after the due date announced by the College if a student's registration is cancelled.

CHARGES AND FEES FOR 1974-75

All charges and fees are due 10 days prior to attendance of class each semester.

	Per Year
Comprehensive Fee—includes tuition and fees	\$3,025
Resident Fee—includes board, room, and Health Center	1,460
Student Senate Fee (payable in full—Fall Semester)	50
Total	\$4,535

On a per term basis the Comprehensive and Resident Fees are billed at one-half the per year charge.

OTHER CHARGES AND FEES

Per course tuition charge for part-time students	\$470
Auditing	235
Fee per course	35
Practice Teaching	35
Automobile Registration	10
Graduation Fee	20
Application Fee	20
Transcript of Record (provides lifetime service)	15 payable once
Sickness Insurance—per year	24
Accident Insurance—per year	20
ROTC Cadet Activity Fee—per semester	5
Applied Music:	
Full Semester—one hour lesson	\$170
Full Semester—half hour lesson	85
Partial Semester—one hour lesson	14 per hour
Partial Semester—half-hour lesson	7 per half hour
R.O.T.C. Fee (Non-Dickinson Students):	
Per Course	\$115
Per Half-Course	60

PLAN OF PAYMENTS

An itemized statement of charges is mailed approximately six weeks prior to the start of each semester. Since payment is expected in full prior to the

start of classes, persons desiring a payment plan can elect participation in either the Girard Trust Edu-Check Plan or The Insured Tuition Plan. Complete information on these plans may be secured from the College's Business Office. Those persons desiring to use one of the plans must complete the necessary details no later than two weeks prior to the due date for payment.

Students attending college under a provision with a State Board of Assistance or other outside agency must supply complete information to the Business Office.

REFUND OF CHARGES

A student in good standing is entitled to honorable withdrawal at all times. The date on which the Dean of the College approves the student's withdrawal form is the official date of withdrawal. A student desiring to withdraw voluntarily from the College must obtain from the Registrar an application for withdrawal. This form must be properly completed and returned to the Registrar before the student leaves the campus. No refunds will be made by the Business Office until the Registrar's office certifies that the withdrawal procedure has been completed.

Every college has many expenses of a continuing nature. In order to plan and maintain these services over the entire year, it is essential that the annual income from fees be assured. It is understood, therefore, that students are entered for the entire college year.

No refund is made for room charges. Pro-rated refunds on board charges are made only upon authorization of the Dean of Educational Services.

If a student called away during the semester by an emergency finds it impossible to resume his work, he must notify the Registrar's Office of his voluntary withdrawal immediately. Unless notice is filed with the Registrar within three weeks, the student will forfeit his right to honorable withdrawal.

If the withdrawal occurs before the end of the semester, the student is obligated for the full sum of the activities portion of the Comprehensive Fee and for tuition as follows:

Two weeks or less	20%
Between two and three weeks	40%
Between three and four weeks	60%
Between four and five weeks	80%
Over five weeks	100%

No reduction will be allowed for absence of students withdrawn for unsatisfactory conduct or scholarship.

FINANCIAL AID

Dickinson's scholarship and student aid program seeks to provide financial assistance to those whose personal and family resources are inadequate to meet the full cost of a Dickinson education. A number of special loan and scholarship funds have been established over the years by alumni and friends of the College, from which awards are made on the basis of need and merit. Supplementing these funds, the College annually sets aside a portion of its operating budget for scholarships and student aid.

Since it is rarely possible to meet a student's need from a single source, the College usually combines grant-in-aid, loan and part-time employment to the extent of a student's eligibility. Eligibility is determined by analyzing the applicant's records and the Parents' Confidential Statement filed through the College Scholarship Service, Princeton, New Jersey. Parents of freshman applicants for financial aid should file the Parents' Confidential Statement no later than February 15. Parents of upperclassmen and returning students must file by February 1 each year.

GRANTS-IN-AID represent gifts from Dickinson College scholarship funds. See page 154.

NATIONAL DIRECT STUDENT LOANS are federally funded repayable loans. No special application is required beyond the Parents' Confidential Statement as family income determines eligibility. National Direct Student Loans are interest-free while the recipient completes his college and post-graduate education. During the ten-year repayment period, interest on the loan is charged at a rate of 3 per cent. A portion of the principal may be forgiven if the student becomes a teacher of the handicapped or a teacher in certain schools serving low-income families.

THE COLLEGE WORK-STUDY PROGRAM offers eligible students the opportunity for self-help through part-time employment. Usual campus employment requires 12 hours of work while classes are in session. 80 per cent of the College Work-Study Program is financed by federal sources.

REGULATIONS.—Financial assistance is normally awarded for the full academic year. The College reserves the right, however, to review individual cases at any time. Students who have received financial aid may count on its renewal, though not necessarily in the same amount or through the same program, subject to the following conditions: attainment of a satisfactory scholastic record, maintenance of a high standard of conduct, continued existence of financial need and exercise of strict economy. Second year students are sometimes asked to accept a larger loan than they had their first year. Resident students having the use of a motor vehicle are not eligible for aid.

All students desiring *renewal* of financial aid must submit an Application for Financial Aid, and file annually a Parents' Confidential Statement through the College Scholarship Service, Princeton, New Jersey. The latter must be filed by February 1. Complete information concerning the scholarship and financial aid program, including all necessary forms, should be obtained from the Director of Student Aid prior to November 15.

Transfer students are not eligible for financial aid during their first academic year unless they are entering as Juniors with an Associate degree from a two-year college.

Financial aid is limited to eight semesters of eligibility including summer school. Two sessions of summer school are equal to one semester of eligibility.

A student who is required to withdraw from College for academic reasons is not eligible for any financial aid for the first semester of his return. If that student achieves his probationary average at the end of the first semester, then he is eligible for financial assistance the second semester.

Students who wish to establish their financial independence must submit proof of being self-supporting for one calendar year prior to their application.



STUDENT LIFE

One of the primary objectives of the educational program at Dickinson College is to help students develop the capacity to make wise decisions and to use freedom of action with the sense of responsibility which should characterize

mature citizens in a democratic society. The College values its residential character and small size. They permit and encourage efforts to unite experiences inside and outside of the classroom in support of the full development of each student.

Dickinson has moved in recent years to give students greater latitude for the management of their own affairs. Self-governance is a characteristic of residence hall life. Students are full members of the College committees which affect all aspects of life at Dickinson and which make visible our commitment to creation of a learning community.

The Educational Services staff is responsible for coordinating various student support functions and for working with individuals and groups of students to assist them in making the most of the opportunities for growth that exist at the College.

STUDENT GOVERNMENT

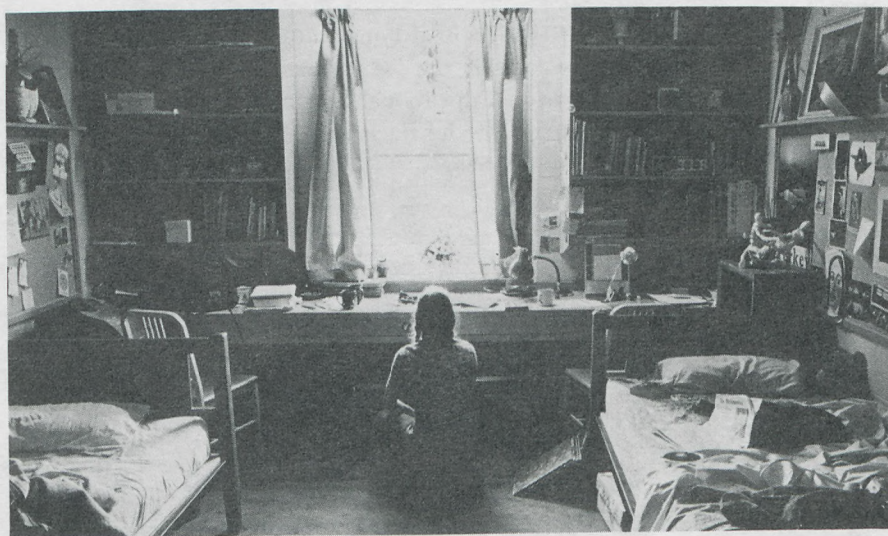
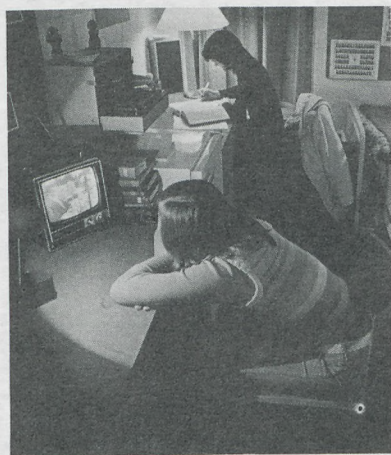
The principal legislative body of Dickinson students is the Student Senate. The Senate manages \$80,000 designated for student activities, elects students to serve on the judicial bodies of the College and on All-College committees, and makes recommendations on matters affecting the student body to the appropriate faculty or administrative agencies.

JUDICIAL SYSTEM

Dickinson subscribes to the principles of the Joint Statement on Rights and Freedoms of Students developed by the National Student Association, the American Association of University Professors, the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, and the Association of American Colleges. In line with these principles, Dickinson seeks to regulate student conduct only in areas which have persuasive relevance to the College's function as an academic institution.

The Academic Violations Hearings Board

The Academic Violations Hearings Board may hear all cases involving allegations that a student has violated a policy which governs the academic program of the College. The Board is composed of the Associate Dean of the College, three members of the faculty, the Vice President of the Student Senate, and two students elected by the Student Senate.



The Social Violations Hearings Board

The Social Violations Hearings Board may hear all cases involving allegations of misconduct except allegations that a student has violated a policy which governs the academic program of the College. It also hears appeals from persons on whom a penalty has been imposed by the judicial body of a residence hall. The Social Violations Hearings Board consists of two faculty members, one administrator, the Vice-President of the Student Senate, and three students elected by the Student Senate.

The Student Academic Grievance Board

The Student Academic Grievance Board may hear allegations of Faculty actions which constitute violations of the "Guidelines on Faculty Conduct." The Board consists of the Dean of Educational Services, the Vice-President of the Student Senate, two members of the Faculty elected by the Faculty, and one student elected by the Student Senate.

COUNSELING AND ADVISING

Every student at Dickinson is assigned a member of the faculty who acts as his/her adviser. The adviser helps to plan student programs for each semester and advises on choice of major and plans for future study and vocation. Faculty advisers to freshmen are assigned to groups of students who live in the same area of a residence hall. This allows the adviser to become familiar with the total life of the student and to assess the impact of non-academic activities upon the student's academic performance.

A few days before the beginning of the fall semester, new students participate in an orientation program designed to acquaint them with both the academic and non-academic aspects of life at Dickinson.

The Counseling Center staff, which consists of three college counselors, is available to all students for a variety of developmental concerns including educational-vocational decisions, psychological problems, development of individual goals, and choice of major. The staff makes a particular effort to initiate career orientation programs.

Also available for counseling are the Dean of Educational Services, the Associate Deans of Educational Services, the College Chaplain and the Assistant Chaplain.

HEALTH SERVICE

The College provides a Health Center staffed by practicing physicians retained by the College and registered nurses who provide care for minor illnesses. The Carlisle Hospital is close by for emergency treatment and major illness.

In the event of prolonged illness, the student and his parents or guardian must make arrangements for medical service and care. College fees do not cover such cases, nor do fees provide for specialists, laboratory tests, X-rays, allergy or immunization treatment.

The College requires that students avail themselves of an accident insurance policy, arranged through the Insurance Company of North America, to provide care beyond that provided by the Health Center unless the student is already amply covered by insurance and the parents and student sign a statement to this effect.

PLACEMENT

The Placement Bureau, which is part of the Counseling Center, aids seniors and alumni in solving employment problems and further assists undergraduates in seeking part-time or summer work during their college years. Vocational guidance materials and career information are available in the Counseling Center. Placement of teachers is coordinated through the Department of Psychology and Education. A Placement Library is also maintained.

RELIGIOUS LIFE

From its founding, Dickinson College has subscribed to the belief that the worship of God and the study of religion are integral to liberal education. In response to a heritage that recognizes freedom of worship, no student is ever denied admission to the College because of sect or creed. In addition to its courses in the Department of Religion, the College invites student participation in voluntary worship services on campus. An ecumenical Christian service is conducted each Sunday morning at 11 o'clock in the Schlechter Auditorium by the Chaplains and guest ministers. In addition to this worship opportunity, Jewish Services are conducted each Friday evening at 7:00 p.m. and each Saturday morning at 9:30 a.m.; Roman Catholic Mass is celebrated each Sunday at 6:15 p.m.; and there are special services for the Jewish High Holy Days and on Christian feasts and festivals.

In addition, the College enjoys a fine spirit of cooperation with the churches in the Carlisle community. On campus, various denominational and religious

fellowships are coordinated through the Office of the Chaplain and appropriate student-faculty committees. Action-in-Society is the major student fellowship which serves the campus and community through various social service programs such as PEER, tutoring, work with mentally handicapped persons, and Big Brother/Sister guidance projects.

DRAMATICS

The Mermaid Players, Dickinson's drama organization, presents four major productions each year. Other activities of the group include several "laboratory" plays and a series of one-act freshman plays. Opportunities for participation are unlimited, for there is much work to be done with scenery, makeup, coaching, and costumes.

DEBATE

The Debate Council participates in an extensive program of intercollegiate debating. All students are eligible for membership; those students with good scholastic averages are eligible to travel with the squad to tournaments scheduled with other colleges throughout the East and South.

MUSIC

Dickinson offers the student varied opportunities to participate in vocal and instrumental musical organizations. The College-Community Orchestra is open to students and musicians from the surrounding area; the College Choir presents two major concerts each year; the Chapel Choir is composed of about thirty voices; and the Collegium Musicum is a small, select group of experienced singers and instrumentalists chosen from the student body and faculty.

ATHLETICS

Dickinson supports intercollegiate competition for men in football, soccer, cross-country, basketball, swimming, baseball, track, tennis, golf and lacrosse. Dickinson women participate in intercollegiate tennis, basketball, swimming and field hockey.

Contests are scheduled with colleges which have similar athletic and academic policies. Athletes are eligible for scholarships and grants-in-aid on the same terms as other students.

There is an extensive intramural sports program which includes activities for men, women and coeducational groups. Competition is offered in basketball, touch football, field hockey, volleyball, softball, bowling, swimming, golf, squash, archery, badminton, tennis, table tennis, lacrosse, pool, skiing and marksmanship.

PUBLICATIONS

In addition to the *Catalogue*, the College publishes two periodicals: *Dickinson Today*, a quarterly, and the *Dickinson Alumnus*.

Student publications include the college newspaper, *The Dickinsonian*; the *Senator* which carries announcements, campus news and late scores; the *Microcosm*, Dickinson's yearbook; and *The Mermaid's Tale*, an information annual for old as well as new students.

RADIO

Formerly an AM station, WDCV, the College radio station, has converted to non-commercial educational FM. Interest and support for WDCV are entirely products of student efforts. Programming is consistent with regulations for non-commercial stations as outlined by the FCC.

FRATERNITIES AND SORORITIES

Approximately 45 percent of the Dickinson men belong to the ten national fraternities which have chapters at Dickinson College—Alpha Chi Rho, Beta Theta Pi, Kappa Sigma, Phi Epsilon Pi, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi.

One national sorority has a chapter at Dickinson—Pi Beta Phi. There are two local sororities—Alpha Delta Epsilon and Delta Nu. Approximately thirty percent of the Dickinson women are affiliated with sororities.

HONORARY FRATERNITIES

The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College April 13, 1887. Election to membership is the highest

academic honor available to a Dickinson student, and only those who rank among the top 10 percent of their class are eligible.

Omicron Delta Kappa, established at Dickinson in 1927, is a national honorary for senior men of outstanding leadership ability. Other honorary societies are as follows: Tau Kappa Alpha, debating and oratory; Pi Delta Epsilon, journalism; Alpha Psi Omega, drama; Pi Gamma Mu, social science; Phi Mu Alpha Sinfonia, music; Delta Phi Alpha, German; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Eta Sigma Phi, Classics; Raven's Claw, senior men; and Wheel and Chain, senior women.

RESIDENCE HALLS

Dickinson is a residential college. This means that the program of the College is conducted on the assumption that an important element in education is an interchange of ideas outside the classroom, which is facilitated by the association of students living together in residence halls. By utilizing a variety of physical arrangements, the College attempts to enhance a student's educational environment and his sense of community without hindering his individual choice of life style. Any student who is not officially accepted as a commuting or married student is required to reside in a College hall for each of his four years. All resident freshmen are assigned spaces by the Associate Dean for Residential Services on the basis of questionnaire completed before matriculation. Other students choose their living spaces in an order determined by lot. All men who are affiliated with the ten national fraternities having chapters on the Dickinson campus must reside in the college-owned residences assigned to their respective fraternities. Special authorization must be obtained from the Office of Student Services to live off campus.

In accordance with faculty legislation, each residence hall establishes its own regulations affecting the conduct of residents and guests including such matters as curfews and parietal hours. These regulatory codes are developed by residents of the living unit and approved by the Associate Dean for Residential Services.

Residence Halls For Women

Residences for women range in capacity from 8 to 195 students. Freshman women live in Drayer, Morgan and Witwer Halls. Each of these residences has a director and student Resident Advisers available for counseling and advising students.

Upperclass women live in Drayer and Witwer Halls, and several of the smaller campus residences. Upperclass women are provided with keys to their residence halls.

Residence Halls For Men

Residences for men range in capacity from 46 to 195. Freshman men live in Morgan and Adams Halls and are assigned an upperclass Resident Adviser. These are carefully selected sophomore, junior and senior men who are available for advising new students. Upperclass fraternity men and some independent men reside in College-owned residence halls assigned to each of the ten national chapters.

Residence Halls For Men and Women (Coed)

Adams, Kisner-Woodward, McKenney and Malcolm Halls are residences for men and women who reside on alternate floors or in separate suites. The buildings range in size from 77 to 172 students.

BOARDING

All resident students are expected to participate in the College's Board Plan, the cost of which is included in the Resident Fee. The Food Service Department will provide for special dietary problems, when the existence of such problems is documented. The Food Service often presents special "theme" meals. All boarding students eat together in the dining room in the Holland Union.

AUTOMOBILES

Freshmen are not permitted to maintain automobiles at Dickinson or in Carlisle and its environs. Upperclass students may maintain automobiles when they are registered with the Security Office. No student who is a recipient of financial aid may maintain a car at Dickinson.

ANIMALS

Animals are not permitted in College buildings or on College property. The only exception is animals kept in laboratory buildings where they are used for scientific purposes authorized by members of the Faculty.



THE CAMPUS

The physical plant of the College consists of more than 50 buildings on 48 acres of land near the center of Carlisle, a pleasant community of 20,000. Additionally, the College has a recreation area of 65 acres and other properties apart from the main campus.

While many of the buildings are of Georgian design, a number reflect a more contemporary style. The use of native limestone in most buildings provides continuity throughout the campus.

The *John Dickinson Campus* is the site of four major buildings framed by a low limestone wall erected in 1833. Other buildings are grouped around this campus, many being located on the *Benjamin Rush Campus* or other properties west of College Street. The President's house was built in 1833 and has been the residence of the presidents of the College since 1890.

The *Charles Nisbet Campus*, bringing together the Anita Tuvin Schlechter Auditorium complex, the Boyd Lee Spahr Library and 14 residences, is the newest segment of the campus. Fifteen of the eighteen buildings on seventeen acre Nisbet campus have been constructed in the last decade.

The physical plant is estimated to have a value of more than \$24 million.

COLLEGE BUILDINGS

Academic and Administrative

WEST COLLEGE, 1804. See page 7 for history. Inter-Faith Chapel; Memorial Hall, McCauley Room, classrooms, faculty and administrative offices, Department of Economics.

THE BOYD LEE SPAHR LIBRARY, 1967. 219,000 volumes. 1,100 periodicals.

The library is the core of the liberal arts community and is designed to support scholarly research, independent study, and all regular academic programs of the College. Resources include printed materials in every form, recordings, microfilm, photographs and manuscripts.

The library provides seating for 800 readers, including closed carrels for faculty use and honors carrels for assignment to students pursuing independent studies. Open-stack areas are concentrated on the upper and lower levels. Reference and audio-visual areas are located on the main floor. The Alexander A. Sharp Room near the main entrance offers an opportunity for relaxation in an attractive setting. On the upper level, the Alvah A. Wallace Lounge commands a broad view of the *Benjamin Rush Campus* and the May Morris Room houses Dickinson's special collections.

The library is a United States Government Depository, a member of the Union Library Catalogue of Philadelphia Metropolitan Area, and a member of the Area College Library Cooperative Program of Central Pennsylvania.

When the College is in session, the library is open from 8:00 a.m. to midnight, Monday through Thursday; 8:00 a.m. to 10:00 p.m. on Friday; 10:00 a.m. to 10:00 p.m. Saturday, and 1:00 p.m. to midnight on Sunday.

THE BERNARD CENTER FOR THE HUMANITIES, 1970. Named in honor of B. A. and Rebecca S. Bernard, the Center is housed in the restored East College, built originally in 1836. Departments of English, Classical Languages, Philosophy and Religion. Classrooms, departmental libraries, seminar rooms, faculty offices.

ALTHOUSE SCIENCE HALL, 1958. Named in honor of C. Scott Althouse. Departments of Chemistry and Geology. Lecture halls, laboratories, scientific library, museum, Bonisteel-Yeagley Multiple Telescope Observatory, research offices.

TOME SCIENTIFIC BUILDING, 1883. Renovated 1958. Department of Physics and Astronomy. Lecture halls, laboratories, Roscoe O. Bonisteel Planetarium, research offices.

DANA BIOLOGY BUILDING, 1966. Named in honor of Charles A. Dana. Department of Biology. Lecture halls, laboratories, departmental library, research offices, greenhouse.

REED HALL. Renovated 1958. Department of Psychology and Education. Classrooms, laboratories, offices.

DENNY HALL, 1905. Renovated 1965. Departments of Military Science, History, Political Science, and Sociology and Anthropology. Classrooms, offices, anthropology museum.

SOUTH COLLEGE, 1948. Renovated 1970. Department of Mathematics. College Computer Center, classrooms, offices.

BOSLER HALL, 1884. Renovated 1969. Departments of Fine Arts, Modern Languages and Music. Language laboratory, electronic learning center, classrooms, seminar rooms, offices.

Student Life

HOLLAND UNION BUILDING, 1964. Named in honor of Homer C. Holland. College dining room, Mathers Theatre, snack bar, social hall, meeting rooms, offices, radio station, game room, college store, campus publications center, television lounge, campus post office and Office of Student Services.

DICKINSON COLLEGE CHAPEL, 1957. Used by the College and the congregation of the Allison United Methodist Church.

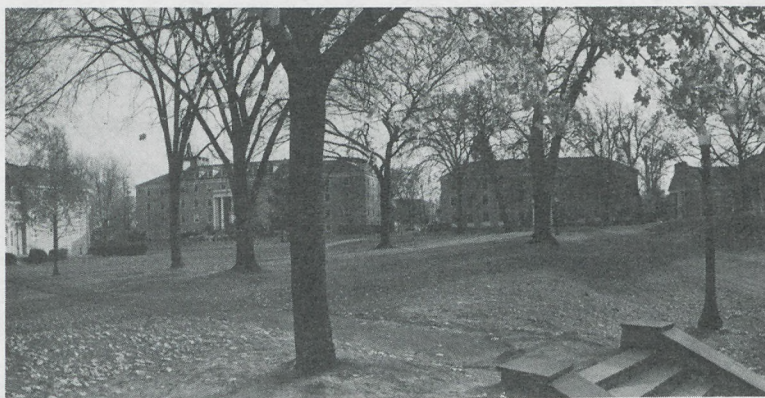
HEALTH CENTER. Located on the ground floor of Drayer Hall. Completely equipped dispensary and infirmary.

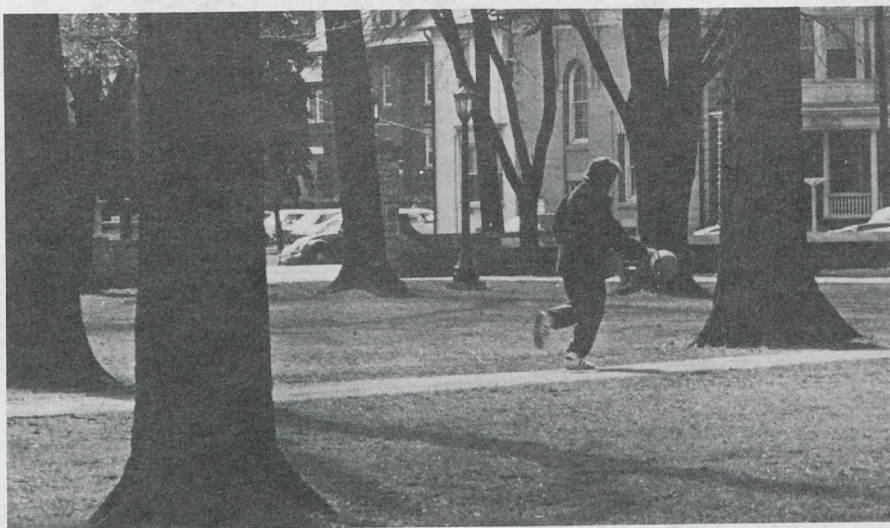
ANITA TUVIN SCHLECHTER AUDITORIUM, 1971. Named in honor of the daughter of Louis A. Tuvin, principal donor. This facility is equipped for three separate performances or as a theater in the round. It contains the latest in audio and lighting features.

Athletic Facilities

HERMAN BOSLER BIDDLE MEMORIAL ATHLETIC FIELD. Intercollegiate athletics. 12 acres. Football field, tartan track, tennis courts, lacrosse field, baseball diamond, permanent stands, press box, field house, and storage facilities.

ALUMNI GYMNASIUM, 1929. Department of Physical Education. Main floor for intercollegiate basketball and indoor intramural programs. Swimming pool and offices. Squash courts adjacent.





SPORTS AND RECREATION AREA. 65 acres located two miles east of the campus along Route 11. Natural life study area, golf driving range, intramural sports area.

Auxiliary Facilities

FLORENCE JONES REINEMAN WILDLIFE SANCTUARY. Faculty and students at Dickinson College are privileged to enjoy the use of the 3,100 acre Florence Jones Reineman Wildlife Sanctuary for teaching and study. The sanctuary is administered by The Girard Bank and J. Welles Henderson, Esq., trustees of the Estate of Mrs. Florence W. Erdman of Philadelphia, who through her will, provided funds for its creation and operation in memory of her mother.

The sanctuary lies in a sparsely populated area of Perry County known as Green Valley, 14 miles north of Carlisle with convenient access via State Route 74 through historic Waggoner's Gap. Construction of a field station and a custodian's house was completed in 1971 and under the terms of the will, the sanctuary, under authorized supervision, may be utilized by students, qualified naturalists and conservationists, ". . . to enlighten and educate the public so as to develop their interest in preserving wildlife for future generations."

Since 1957, the sanctuary has been an undisturbed area, and no hunting, trapping, fishing or recreational uses are permitted. Forested with oak, hem-

lock, maple and birch trees, the area will, over a period of time, develop the characteristics of a climax forest and become increasingly valuable for study. The sanctuary is on the migration route of numerous falconiformes birds; birds, reptiles and small animals are abundant and small herds of deer are found throughout the sanctuary. There are numerous streams, as well as two ponds, which harbor diverse aquatic communities. The natural geologic setting of the area is in a syncline containing a youthful drainage network of unpolluted water.

As might be expected, the sanctuary is used primarily by the Departments of Biology and Geology which jointly participate in the day-to-day management of the sanctuary. Biology students and faculty find unusual opportunities for the study of living organisms and a variety of plant communities. Those interested in geology find the Green Valley drainage basin provides equally excellent opportunities to observe present-day geologic processes taking place in a natural setting.

Residence Halls (40 or more residents)

FRATERNITY RESIDENCE HALLS, 1964. Ten residences providing living accommodations for members of Dickinson's ten national fraternities. 46 men each.

DRAYER HALL, 1951. Named in honor of Mr. and Mrs. S. M. Drayer. 149 women.

ADAMS HALL, 1963. Named in honor of Dr. and Mrs. Rolland L. Adams. 172 men and women.

MORGAN HALL, 1955. Named in memory of James Henry Morgan. 195 men and women.

MALCOLM HALL, 1966. Named in memory of Gilbert Malcolm. 77 men and women.

WITWER HALL, 1966. Named for the Witwer family. 77 women.

KISNER-WOODWARD HALL, 1969. Named for Helen Kisner and Hugh B. Woodward. 92 men and women.

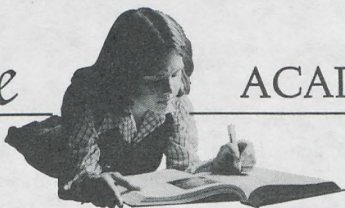
McKENNEY HALL, 1973. Named in honor of the McKenney family. 96 men and women in suites of eight.

Residence Halls (fewer than 40 residents)

Biddle, 21 women; Mathews, 16 men and women; Montgomery, 28 women; Strayer, 17 women; and Todd Hall, 23 men and women.



the



ACADEMIC PROGRAM

SUMMARY STATEMENT

Dickinson College offers the degree of Bachelor of Arts and the degree of Bachelor of Science. The latter is given only to students who major in biology, chemistry, physics, geology, and mathematics; the former to students who major in the humanities, the social sciences, and natural sciences or mathematics if the student so desires. Students who major in the Special Interdepartmental Field of Concentration Program will receive the degree appropriate to their fields of study.

The selection of a program will depend upon the student's interests and vocational plans. Programs in engineering, premedical courses, physics, and chemistry, for example, are the usual preparation for professional work in these fields. Students planning careers in law, business, or government service find majors in the humanities or social sciences of great value.

The purpose of a liberal education, however, is not primarily to provide vocational instruction, even though it may provide the best foundation for one's future vocation. Its purpose is to help students fulfill their responsibilities as sensitive persons and grow into cultivated and versatile individuals. Liberal education is concerned with cultural heritage, the world of thought, and the development of the full dimension of human potentiality.

It is necessary for most students to concern themselves with the problem of making a living. But this concern should not lead to early or narrow specialization. Undergraduates still have need of broadening the scope of human experience. Particular skills may afford access to routine employment, but positions of greater responsibility will be occupied by those who are equipped to think their way through new problems and to conceive of their functions in a larger context of time and space. Liberal education and vocational training may be the joint products of a common process, and the courses offered here should be selected with this larger perspective in mind.

Normally, students during the first half of their college program satisfy some, if not all, of the distribution requirements, choose their major field, and prepare for advanced work in these fields by taking the necessary prerequisites. A normal program consists of 3 to 5½ courses each semester which the student plans in consultation with his faculty adviser. Special advisers are available for pre-professional programs such as law, medicine, theology, and engineering.

In addition to the normal course offerings Dickinson offers a rich program of independent study and research. A large part of a student's education can be spent in specially designed programs of study initiated by himself. Students can also take some of their course work at a Consortium college: Franklin and Marshall, Gettysburg, or Wilson.

Finally, the College encourages study abroad both through its own summer and year-round programs and through cooperative efforts with other selected programs such as the Institute of European Studies.

GRADUATION REQUIREMENTS

A student must pass thirty-four courses with a cumulative average of 2.00 and meet the General, Distribution, and Concentration requirements. In addition the Institutional Testing Program of the Graduate Record Examinations must be taken whenever required by the College.

A student must complete a minimum of four semesters (16 courses) of study in residence, including at least six of the last eight courses immediately preceding graduation. All petitions seeking alteration of such residency requirement shall be considered by the College Committee on Academic Standards in consultation with the appropriate administrative and academic personnel. Work completed under programs of study such as the Binary Engineering Program, the Center for European Studies in Bologna, the Washington Semester, the cooperative programs in Asian Studies with the University of Pennsylvania, Institute of European Studies, and Consortium Programs or studying at a Con-

sortium college will be credited toward the requirement that six of the last eight courses be work in residence.

GENERAL REQUIREMENTS

LANGUAGE REQUIREMENTS: A candidate for a degree is required to complete work in a foreign language, classical or modern, through the intermediate level. A degree candidate whose native tongue is not English may be relieved of this requirement by the Dean of the College who shall notify the student of the fact in writing and send a copy of the notification to the Registrar and to the student's adviser.

Any student entering a course in a foreign language which he has studied for two or more years in a secondary school must take the appropriate College Entrance Examination Board Achievement Test. The student will be placed in the appropriate college course on the basis of the score he achieves on this examination. He may be excused from the language requirement on the basis of a sufficiently high placement score, with the permission of the departments of Classical Studies or Modern Languages. A student who is not qualified by his placement score to continue the foreign language which he offered for entrance at or above the 102 (for Classical Languages) or 104 (for Modern Languages) level, and who does not elect to begin a new language, must satisfactorily complete course 101 in his chosen language without credit. Normally this should be accomplished prior to the opening of the fall semester.

A student who is qualified by placement for enrollment at any given level, but who is unable to work effectively at that level, may (at any time within the first thirty calendar days of the semester) with the concurrence of his instructor and adviser drop back one level without penalty. Students who shift from the 102 or 104 level to the 101 level must carry the latter course without credit toward graduation.

PHYSICAL EDUCATION: Satisfactory completion of three semesters (six units) of physical education or three semesters of military science leadership laboratory (or any combination thereof up to three semesters). Transfer students with junior standing with no physical education credit need to take only two semesters (four units) of physical education. This requirement may also be met by one year of active military service. Six months of active military service may be counted in satisfaction of two of the three semesters of physical education.

Every student who is not enrolled in the ROTC program and who has not completed his physical education requirement must register for physical education unless excused in writing by the Dean of the College.

The physical education requirement *must* be met by the end of the first senior semester. If at the end of any semester it becomes apparent that a student will be unable to meet the requirement of physical education (or combination of physical education, military science, and/or active military service) by the end of his first senior semester, the student will be required to withdraw from college. Any such student will not be eligible for readmission until the end of the next academic semester (excluding summer sessions); any subsequent failure in physical education will result in his being required to withdraw a second time, and he will not be eligible for readmission.

DISTRIBUTION REQUIREMENTS

The fundamental presupposition of the distribution requirements is that every liberally educated man needs some systematic exposure to each of the three major divisions—humanities, social sciences, and natural sciences—and an in-depth awareness of non-Western culture. (Elementary and intermediate foreign language courses and such other courses as may be designated by the department concerned cannot be used or counted toward fulfillment of distribution requirements.)

DIVISION I—Humanities—three courses.

1. One course from the Department of Philosophy or the Department of Religion or Humanities 101 or Judaic Studies or Environmental Studies 111.
2. One course in literature from the following departments or areas: Classical Studies, English, Modern Languages or Humanities 101.
3. One course from the following: *History of Art*, *History* or *Theory of Music*, or *Dramatic Arts* 302.

DIVISION II—Social Sciences—three courses. Any three courses from the Departments of Economics, History, Political Science, Psychology, Social Science and Sociology-Anthropology with the condition that no more than one course in the same discipline may be counted toward fulfilling the requirement.

DIVISION III—Natural Sciences and Mathematics

Three courses, *utilizing two departments*, including a two-semester laboratory sequence and one additional course from the following: Biology, Chemistry, Contemporary Science, Environmental Science, Geology, History of Science, Mathematics, or Physics and Astronomy.

NON-WESTERN STUDIES—one course in non-Western studies selected from the following list (this course may also be counted as one of the courses required under Division I or II)*:

Economics 349	Philosophy 244
English 310	Political Science 347, 348
Fine Arts 209	Religion 111, 112, 311, 312
History 119, 120	Social Science 104, 105
Interdisciplinary Studies 301	Sociology 230, 241, 242, 250, 307, 365

FIELD OF CONCENTRATION REQUIREMENTS

The fields of concentration consist of a required major in one or more discipline(s) (e.g. Biology, French, American Studies, etc.)** and an optional minor. The required major consists of nine or ten courses of academic work in the discipline(s). In addition to these courses the department may, with the concurrence of the Committee on Academic Program, prescribe additional courses in related fields. The optional minor consists of six courses of academic work in the discipline (as specified by the department). If a student completes a minor in one or more fields of concentration, this fact will be noted on his permanent record.

The major field of concentration will normally be chosen during the student's sophomore year, but application to a department for acceptance as a major may be made any time in the first two years. Acceptance of a student as a major is determined by the department concerned on the basis of stated criteria. The department then assigns the accepted student to an adviser, using the student's stated preference as one of the bases for assignment. A student who is not accepted for a major field of concentration during his fifth semester of residence or during the semester in which he will complete his twenty-second course (whichever comes first) will be required to withdraw from the College.

If a student intends to major in more than one department he must secure approval of each department. His program shall then be developed in consultation with both departments and must be approved by both, and he shall therefore be advised jointly by a member from each department. The same course may be counted for more than one major.

Should a student wish at any time to change his major, he must be accepted by the new department in accordance with normal procedures for declaring a major. The Registrar's Office will then notify the first department of the student's decision no longer to be one of its majors.

* Participation in the India Institute will meet this requirement.

** Or the Self-Developed Major (See page 40).

TUTORIAL MAJORS

Some departments may approve superior students as tutorial majors. Such a program differs from Independent Studies and Research in several ways. For one, the student is guided in a program in the component areas of an entire discipline for approximately two years. That program's balance is ensured by prior departmental approval. Secondly, the student is free to take regular courses in his or her major discipline with the approval of the tutor. Normally the student will receive a letter grade for a 590-series course, but the Pass/Fail option is also available under the same restrictions as in standard courses.

The student meets on a regular basis with his or her tutor to discuss essays and readings dealing with particular problems posed by the tutor. Finally, the student sits for a comprehensive examination, both written and oral, administered by a committee composed of the department and one person outside the department. Normally, at least one-quarter of the student's final semester is given over to preparation for these examinations. One re-examination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with departmental honors. Approved students may register for up to four courses per semester under the tutorial rubric.

THE SELF-DEVELOPED MAJOR

A student contemplating a Self-Developed Major will prepare a proposal which includes those courses relevant to his topic, and seek the written endorsement of four faculty members for his proposed major which shall consist of ten or more courses. The supporting faculty will secure the advice of chairmen of those departments in which the student contemplates course work for his concentration.

The student will present this validated proposal to the Academic Program Committee for approval by the Subcommittee on The Self-Developed Major. The student in this program will work closely with an appointed adviser. Changes desired in this program will be submitted with the approval of the adviser in written form to the Subcommittee for final approval. Under ordinary circumstances, a student accepted in a Self-Developed Major may not apply any of the ten approved courses toward the completion of a departmental major or minor.

Upon the completion of every semester, each student involved in the Self-Developed Major will submit to the Subcommittee (with a copy to the adviser) an evaluative statement of his progress and commitment to the major as a whole, his experience in individual courses, and his work with the adviser. The

adviser will submit to the Subcommittee, and to the student an evaluation describing the student's progress, achievement, and commitment.

A student who does not possess departmental course prerequisites for a particular desired course must present to the department chairman a copy of his major proposal indicating the importance and value of that course to the major, and providing to the chairman his ability to handle the course. The chairman, in consultation with the instructor of that course, will then act upon the request for a waiver of the prerequisite.

At the conclusion of the student's work his transcript will describe his major as follows: Self-Developed Major; _____ (Title)_____.

INDEPENDENT STUDIES, INDEPENDENT RESEARCH, AND HONORS IN A DISCIPLINE*

Dickinson recognizes the wide variation of interests, motivation, and abilities in its student body and believes that its academic program must provide options which meet these diverse needs. Accordingly, it encourages students with the requisite ability and motivation to undertake self-directed programs of study under the guidance of faculty members.

The following options compose the overall program of independent studies and research available in each of the academic programs which offer either a major or a minor. The precise options may vary, however, from program to program. In addition, independent study is available in classical studies, computer science, Italian, and library topics.**

FRESHMAN INDEPENDENT STUDY. Freshmen who, on the basis of advanced placement, have qualified for credit in an introductory course (except foreign language courses below 230 and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially directed course or half-course in independent study within the same body of knowledge.

INDEPENDENT STUDY FOR SOPHOMORES, JUNIORS AND SENIORS. Independent studies allow a student to pursue systematically an academic interest outside the listed course offerings. The study may include

* The term 'discipline' shall be understood to mean any academic program which offers either a major or a minor.

** Independent study in library topics is open only to juniors and seniors and can be taken only once.

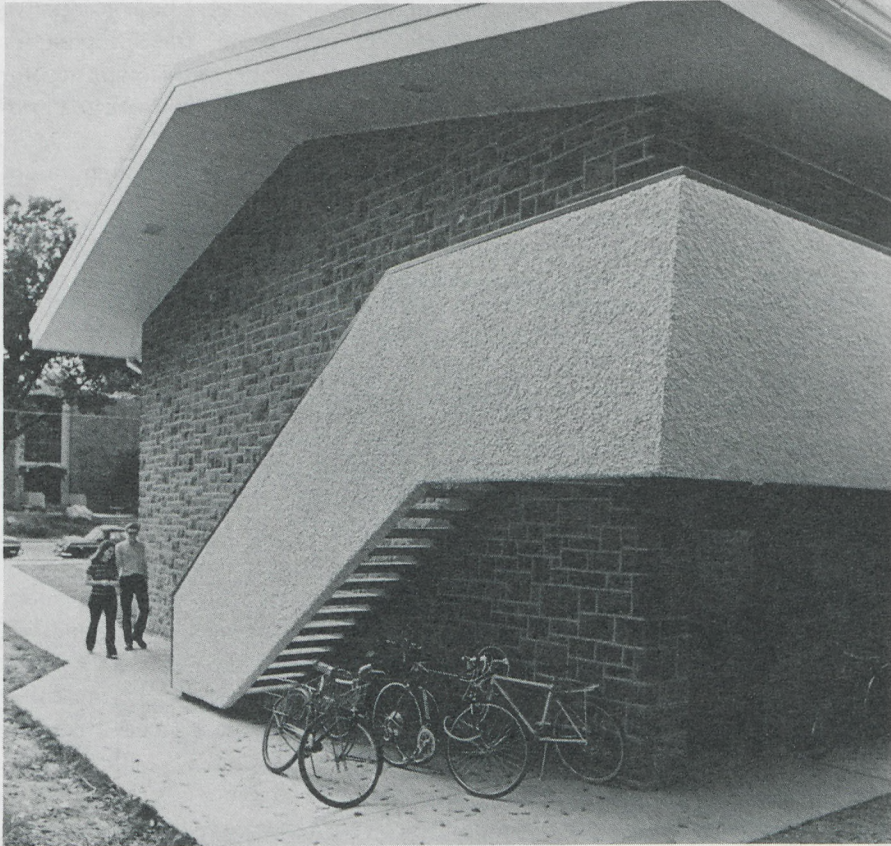
experimental work (in the sciences), reading, several short papers, a single paper, or any other device mutually acceptable to the supervising faculty members and the student. The work may be supervised by one instructor or several instructors from one department or several departments. Such interdepartmental studies must be approved beforehand by the Committee on Academic Program. Sophomores may undertake one independent study per semester. Juniors and seniors may undertake two such courses per semester. To be eligible, the student must have a cumulative average of 2.0 or the permission of the Committee on Academic Standards.

INDEPENDENT RESEARCH FOR JUNIORS AND SENIORS. Independent research, like independent study, allows a student to pursue an academic interest beyond the listed course offerings, but this pursuit must culminate in an original contribution to a discipline, whether in the form of fully supported conclusions or in the form of a creative effort. Although supervised by faculty from one department or several departments, the work is to be largely self-initiated and self-directed—an introduction into research and practice in presenting the results of an investigation. Conclusions must be presented for evaluation no later than one (1) month prior to the student's graduation. The program may be elected (maximum credit: four full courses per semester) for the junior year, the senior year, or both. In order to register for the program, special permission is required from the Committee on Academic Standards for students with less than a 3.00 average in the department or departments supervising the independent research. Programs of independent research involving more than two such courses per semester must be approved by the Committee on Academic Program. Interdepartmental research must be supervised jointly by the respective faculty members and must also be approved by the Committee on Academic Program.

CANDIDACY FOR DEPARTMENTAL HONORS. Students participating in the independent research program described above shall be eligible to be voted departmental honors on the completion of the program. In assessing each candidate, the department may conduct departmental comprehensive examinations or may invite outside examiners. If, in the judgment of the department, a candidate meets the standards for graduation with honors, his project shall be so designated.

INTEGRATED INDEPENDENT STUDY AND/OR INDEPENDENT RESEARCH FOR JUNIORS AND SENIORS. This is a one or two-year program in any approved combination of integrated independent studies and/or independent research. The program, as developed by the student in consultation with the faculty concerned, shall be presented to the Committee on Academic Program for their approval and review.

COURSE-RELATED STUDY. Independent work of high quality done in conjunction with a regular course may be recognized by a letter of evaluation prepared by the instructor and incorporated in the student's permanent record.



OFF-CAMPUS INTERNSHIP PROGRAMS

Off-campus internships are defined as special work/study assignments, normally open only to juniors and seniors, that are not related to an existing, formalized program of study in the College. Any off-campus internship must be approved in principle by the Academic Program Committee, and for any particular student by the Sub-Committee for Off-Campus Study.

Students may take no more than 8 courses within a given academic year, and no less than half a course within a given semester.

Students must develop a written statement identifying the educational objectives of their proposed off-campus study, and how these objectives relate to a particular academic discipline. Students must obtain the approval of a faculty member in the appropriate department of the College, and submit a letter of approval from their off-campus adviser. Students must submit their proposal for off-campus experience and educational objectives to the Sub-Committee for Off-Campus Study and defend the proposal in an oral interview with the Sub-Committee.

If the student's proposal is approved, the Sub-Committee will assign an appropriate faculty member as the student's adviser; this adviser will be responsible for: (1) maintaining contact with the student's internship supervisor; (2) obtaining evaluation information from the off-campus supervisor; and (3) requiring the student to produce written (or otherwise visible) evidence that the experience off campus has met, or has not met, the educational objectives originally outlined.

For off-campus study of a single-course credit, the student's off-campus internship experience must satisfy all of the following criteria:

- (1) The student must report the results of his internship experience in a readily visible form, i.e., an essay, a summary report, a project, a creative work, or some other completed product.
- (2) The student must demonstrate that his experience has direct relevance to an existing body of scholarly literature or research. He must demonstrate this in an oral examination with faculty members of the appropriate academic departments.
- (3) The student must report his internship experience in sufficient detail that it could essentially be repeated by another student, if it were desired. This report of his activities, which would differ from the "results," would be presented to the Sub-Committee on Off-Campus Study.

For off-campus study that covers an entire semester's credit, the student's off-campus internship experience must satisfy all of the following criteria: (in addition to the three criteria noted above)

- (1) The student must complete an oral examination with the department that represents his major field of study, in order to demonstrate the relevance of his off-campus experience to the educational objectives of that department, and successful achievement.
- (2) The student's internship supervisor must submit a written summary of the student's work activities, the degree to which he fulfilled the supervisor's expectations, and the relationship that the student's work may have to his future occupational or personal development.



FIELD OF CONCENTRATION PROGRAMS

When two course numbers, followed by a single description, are separated by a comma either course may be taken without the other, although the two are normally taken together as a one year course.

When two course numbers, followed by a single description, are separated by a comma, and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a one year course. The first course, however, is a prerequisite for the second.

When two course numbers, followed by a single description, are separated by a hyphen, the work of the two semesters constitutes an integral, indivisible one year course. Students who pass the first semester receive a grade of "S." When the second semester is completed, the final grade for the course is determined. Those students who fail the first semester receive "F" and may not take the second semester course.

AMERICAN STUDIES

Assistant Professor Conrad, *Coordinator*

American Studies, an interdepartmental program offered in cooperation with eleven participating departments, is dedicated to the discovery, exploration and analysis of significant interrelationships and contrasts between America and other civilizations, the American past and present, and the diverse components that make up American culture. American Studies seeks to provide an innovative and intellectually coherent approach to the study of American culture which will allow students to gain a broad comprehension of the American experience, to think systematically about the nature of cultural analysis, and to analyze a topic of their choice from different disciplinary perspectives in course work and a senior essay.

The American Studies Program encourages majors to take advantage of the rich cultural resources of the region and to participate in the many off-campus programs sponsored by Dickinson, other colleges in the Consortium and by the American Studies Program. Each year the American Studies Program brings distinguished authorities on American culture to Dickinson for lectures and classroom visits and sponsors field trips to historical sites, museums, cultural events and regional meetings of the American Studies Association. Programs of special relevance to American Studies majors include the Harrisburg Urban Semester, the Washington Semester, Internship Programs Off-Campus, and approved "In Absentia" Programs, such as a junior semester of course work in American Studies at another institution either in the U. S. or abroad.

212. INTRODUCTION TO AMERICAN STUDIES: ASPECTS OF AMERICAN CULTURE An inter-disciplinary investigation of selected aspects of the American experience and of the basic strategies of analysis employed by scholars in American Studies. Through lectures, selected readings, discussions and field trips students become familiar with the ways in which art, literature, popular culture, science, technology, material artifacts, social roles and institutions have shaped the American experience and found expression in American culture. *Offered each fall and spring semester.*

490. RESEARCH SEMINAR IN AMERICAN STUDIES An integrative research colloquium culminating in a senior essay. Candidates for Honors in American Studies defend their essay before the Coordinator and selected members of the American Studies Faculty Advisory Committee. *Prerequisite: the major in American Studies. Offered each fall semester.*

491. SEMINAR IN AMERICAN STUDIES: SELECTED TOPICS Topics such as the following are chosen annually on the basis of student interest and the latest scholarship in the field of American Studies: The Female Experience; The Impact of Puritanism Upon American Culture, Past and Present; America Through Foreign Eyes;

America and the Expressions and Dilemmas of Romanticism; The American 1890's; The Twenties; Intellectual Women in American Culture; The Artist in American Society; Technology and American Culture. *Prerequisite: Permission of the instructor. Offered each spring semester.*

MAJOR: ten courses including

Requirement I.

Core courses in American Studies 212, 490, 491.

Requirement II.

One period or survey course in both American literature and American history and one course from Sociology/Anthropology which emphasizes theories of culture and comparative cultural analysis or conceptions of social structure and sociological theory.

- a. One semester course in American history chosen from the following: 281. 20th Century American History; 347. American Colonial History; 349. American Intellectual and Social History; 350. American Intellectual and Social History.
- b. One semester course in American literature chosen from the following: 311. Major American Writers I; 312. Major American Writers II; 390. The American Novel.
- c. One semester course in Sociology/Anthropology chosen from the following: 302. Social Stratification; 303. Personality and Social Change; 307. Comparative Cultures; 380. Sociological Theory.

Requirement III.

Thematic concentration. At least four courses, with no more than two of these four to be taken in one department, chosen in close consultation with the Coordinator to illuminate a topic of the student's choice. Although each topic will dictate a different selection of courses, not all of which must have American emphasis, the American Studies Program has an approved list of American content courses offered by the following departments and programs: Dramatic Arts, Economics, English, Environmental Science, Environmental Studies, Film, Fine Arts, History, Music, Philosophy, Political Science, Psychology, Religion, Science, Sociology/Anthropology.

The following courses represent a partial listing of the many courses of special interest to American Studies majors offered at Dickinson.

Economics. 114. A Contemporary Economic Issue; 250. Market Structure; 347. Money and Banking.

English. 390. American Novel; 215. Survey of Afro-American Literature; 401. Seminar in American Literature.

Environmental Science. 131, 132. Environmental Science.

Environmental Studies. 111. Environment, Culture and Values.

Film. 201. History and Art of the Film.

Fine Arts. 304. American Art.

History. 282. Diplomatic; 289. Negro in America; 311. Studies in American History; 388. Civil War; 390. Seminar in American History.

Music. 301. Twentieth Century.

Philosophy. 243. American Philosophy.

Political Science. 230. The City; 341. American Political Thought; 356. Public Opinion; 357. Political Parties; 358. Legislative Process; 359. American Presidency; 363. Black Experience.

Religion. 313. American Religious Culture: Special Perspectives; 315. Figures and Movements in American Religious Culture; 324. Christian Ethics.

Sociology/Anthropology. 224. Race; 324. Urban Problems.

The American Studies list will be updated each semester to include new course offerings. "Selected Topics" courses open to majors in other fields will be credited towards the American Studies major when they are judged pertinent to Requirement I and to each student's topic under Requirement III.

MINOR: American Studies 212, 491 and Requirement III.

NOTE 1: All courses credited towards the major must be taken for a letter grade unless they are not offered on this basis.

NOTE 2: These requirements begin with the Class of 1976.

HONORS IN AMERICAN STUDIES. Candidates defend their senior essays before the Coordinator of American Studies, selected Dickinson faculty and members of the American Studies Faculty Advisory Committee. In the spring of their senior year students take an oral examination on their emphases within the major administered by the Coordinator, selected Dickinson faculty and members of the American Studies Faculty Advisory Committee.

ANTHROPOLOGY

See Sociology-Anthropology

BIOLOGY

Professors Biebel, Jeffries, *Chairman*, B. McDonald, and D. McDonald
Associate Professor Lane
Assistant Professor Shay
Instructor Ralph

The Department of Biology seeks to provide the liberal arts student with a broad view of the principles and functions of animal and plant life. General biology, or its equivalent, is required of all students intending to major or minor in biology.

Elective courses, more specialized, are designed to introduce major concepts and experimental methods. The aim in these courses is to provide suitable preparation for students who plan to attend graduate school, or the professional schools of medicine, dentistry, or allied fields, as well as for those who do not anticipate undertaking post-graduate education. A special effort is made to develop research interest in seminars and independent studies.

105. BIOLOGICAL ASPECTS OF CONTEMPORARY PROBLEMS An introduction to the biological basis of contemporary problem areas, such as: human reproduction and population; pollution, drugs, medicine and food additives; food supply and pesticides. The natural and man-made limitations involved in these problems, and man's position and function in the biosphere, will be central to the discussions. This course will not be counted toward the fulfillment of a major or minor in biology. Three hours classroom.

111, 112. GENERAL BIOLOGY Lectures, discussions and laboratory observation and experiments, designed to provide the informed citizen with an understanding of the fundamental principles of biology and the methods used in exploring the structure and function of living systems. Three hours classroom, three hours laboratory a week.

213. CYTOLOGY An introduction to the structure and function of cells. Laboratory work will include microtechnique of various types, such as sectioning and staining of tissues, radioautography, and photomicrography. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112 and Chemistry 131, 132.*

214. ECOLOGY An exploration of the functional relationships between the abiotic and biotic components of the natural environment. Emphasis is placed on the fundamental principles of ecology and several current research topics. A field ecology laboratory emphasizes an individualized development of the problem—solving aspects of field studies. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

217. GENETICS Principles of heredity and their impact on population dynamics, evolution, and human society. Laboratory projects are designed to acquaint students with modern techniques of conducting genetic experiments with living organisms. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

218. EMBRYOLOGY The experimental approach to the study of animal development. Two hours classroom and four hours laboratory a week. *Open to freshmen with permission of the instructor. Prerequisite: 111.*

221. INVERTEBRATE ZOOLOGY Principles of structure, classification, evolution, ecology, physiology, and the development of invertebrates. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

222. FIELD STUDY OF PLANTS A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

223. NON-VASCULAR PLANTS: STRUCTURE AND FUNCTION An integrated study of morphology and physiology of lower plants. Emphasis will be placed on developmental physiology of selected types in culture. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

225. VASCULAR PLANTS: STRUCTURE AND FUNCTION An integrated study of anatomy, morphology, and physiology of higher plants. Emphasis will be placed on growth and development and their control. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

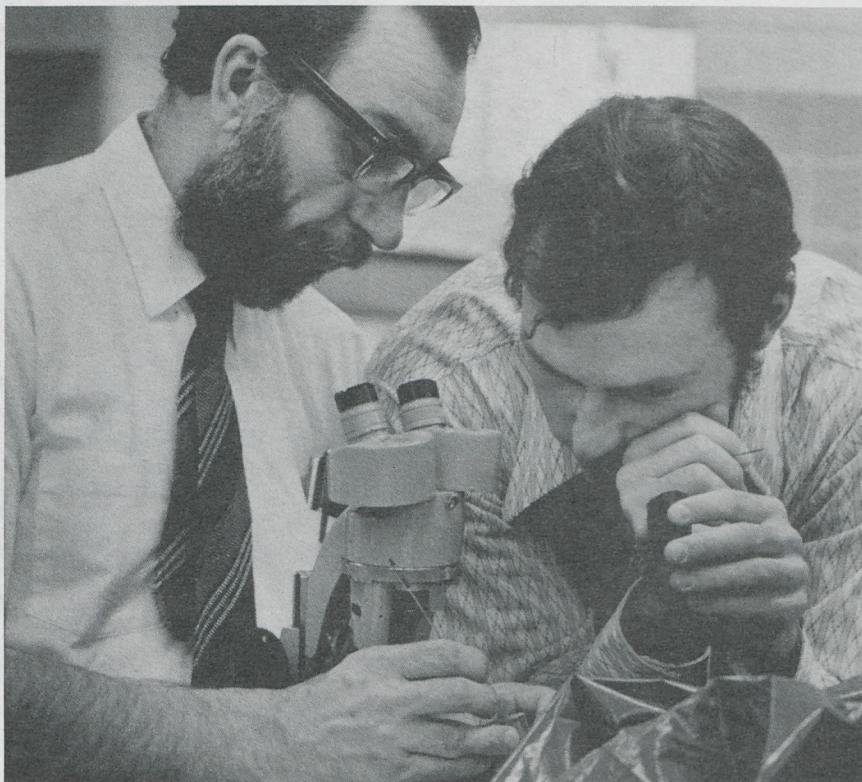
226. MICROBIOLOGY The taxonomy, physiology, and heredity of bacteria, molds, and viruses. Laboratory projects are designed to provide technical competence in handling micro-organisms. Two hours classroom and four hours laboratory a week. *Open to freshmen with permission of the instructor. Prerequisite: 111.*

231. MOLECULAR BIOLOGY A biochemical approach to the study of the molecules of the living cell and their interactions. Energy relationships, metabolic pathways, biosynthesis of enzymes and nucleic acids, and the genetic code will be covered in relationship to control of cellular activities. The biological properties of macromolecules will be discussed as relating to their chemical structure. Two hours classroom a week. *Prerequisite: 111, Chemistry 251, 252, or permission of the instructor. One-half course.*

232. MOLECULAR BIOLOGY LABORATORY An investigative laboratory utilizing biochemical techniques in the study of biological material, including the use of radioactive tracers. Four hours laboratory a week. *Concurrent registration in 231 is required. One-half course.*

233. PHYSIOLOGY A study of physiological mechanisms in the animal kingdom, stressing the structural and functional base of biological activities. Two hours classroom and four hours laboratory a week. *Prerequisite: 111, 112.*

234. VERTEBRATE ZOOLOGY Examination of vertebrate evolution, development, structure, and physiology by the comparative method. Two hours classroom and four hours laboratory a week. *Open to freshmen with permission of the instructor. Prerequisite: 111.*



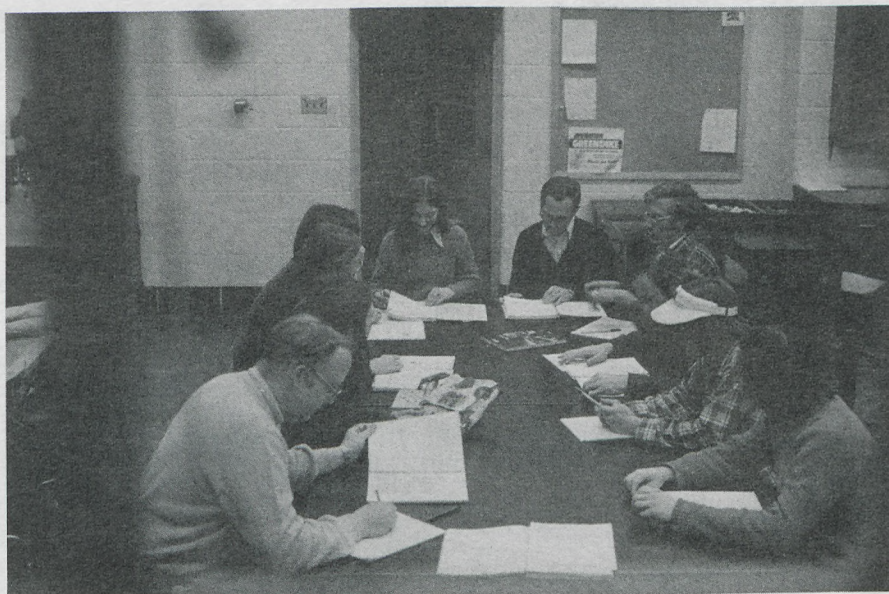
301. SPECIAL TOPICS An in-depth study of more specialized subject areas of biology. Topics, course structure, and instructor to be announced by pre-registration. *Prerequisite: at least two upper level biology courses, and the permission of the instructor. One-half or one course.*

312. SEMINAR Reading, conference, writing, and oral presentation of reports. *Prerequisite: Permission of the instructor. One-half course.*

MAJOR: seven courses, including one of the following upper-level courses in botany: Biology 222, 223 or 225. In addition, Chemistry 131, 132, 251, 252; Math 121, 122 or 141, 142; and Physics 111, 112 or 311, 312 are required. The seven courses required for the major may not include more than one course in independent study.

MINOR: six courses. In addition, Chemistry 131, 132 are required.

NOTE: A student intending to receive certification from the Pennsylvania Department of Education at the time of graduation *must* include within his program a course in botany, a course in genetics and a course in ecology. As preparation for graduate work in biology, some familiarity with one or more of the following foreign languages is recommended: French, German or Russian.



CHEMISTRY

Professors Benson, and Roper, *Chairman*

Associate Professors Leyon, Schearer,* and Sheeley

Assistant Professor Hargrove

The courses offered by the department are designed to meet the needs of students who are preparing for graduate work, teaching, industrial work and medicine. A course in general chemistry is offered for students who wish to acquire a background in chemistry but who do not plan a career in science. Students who plan to major in chemistry should have as strong a high school preparation in science, English, foreign language and mathematics as possible.

Dickinson College offers a program of study in chemistry that has been approved by the American Chemical Society; this program is designed for students who plan graduate work in chemistry (see Note 2 following course descriptions).

*103, 104. GENERAL CHEMISTRY First Semester: Some fundamental concepts of atomic structure, bonding, and states of matter. Nuclear chemistry, biological effects of radiation, nuclear power. Basic chemistry of air and water pollution. Effects of man's technology. Second Semester: Basic principles of organic chemistry and biochemistry.

* On leave, 1974-1975.

Applications in everyday life are stressed. A terminal non-laboratory course for students planning to major outside the sciences. Three hours classroom. *This course will not satisfy the one year laboratory science distribution requirement. It will, however, count as the third required course in Distribution III Group (2) for candidates for the B.A. degree who have met their laboratory science requirement in a discipline other than Chemistry. Please read Note 1.*

*111, 112. GENERAL CHEMISTRY Similar to *103, 104 except that it includes two hours laboratory a week. (111, 112 or 131, 132 will meet the one year laboratory science requirement for candidates for the B.A. degree. Note, however, that 111, 112 does not count toward major or minor requirements in Biology or Chemistry.) *Please read Note 1.*

*131, 132. PRINCIPLES OF CHEMISTRY Atomic and molecular structure, chemical bonding, physical and chemical equilibria, the kinetics of chemical reactions, the periodic table, and introductory descriptive chemistry of the elements. The laboratory work consists of elementary quantitative and qualitative analysis. Three hours classroom and three hours laboratory a week. *Please read Note 1.*

*251, 252. ORGANIC CHEMISTRY The chemistry of carbon compounds. The various functional groups and their transformations are studied systematically. Basic reaction mechanisms and the formulation of synthetic schemes are emphasized. Laboratory work involves the preparation and analysis of organic compounds. Three hours classroom and four hours laboratory a week. *Prerequisite: 132.*

*331, 332. PHYSICAL CHEMISTRY The fundamentals of chemical thermodynamics, kinetics, and quantum mechanics are introduced as a unifying basis for the discussion of chemical and phase equilibria, electrochemistry, reaction mechanisms, spectroscopy, and atomic and molecular structure. Three hours classroom a week. *Prerequisite: 131, 132, Physics 111, 112 or 131, 132 and Mathematics 131, 132.*

*337, 338. EXPERIMENTAL PHYSICAL CHEMISTRY Quantitative experiments in calorimetry, chemical and phase equilibria, surface phenomena, chemical kinetics, electrochemistry, spectroscopy and molecular structure. Scientific report writing and the analysis of data are stressed. Four hours laboratory a week. *Prerequisite: 331, 332 or concurrent registration therein. One-half course each semester.*

353. ADVANCED ORGANIC LABORATORY METHODS Emphasis on modern instrumental methods of structure elucidation, utilizing current chemical literature. Two hours classroom and four hours laboratory a week. *Prerequisite: 252.*

362. ANALYTICAL CHEMISTRY Major classes of separation and quantitative methods used in modern chemical analysis. Underlying theory is stressed so the student can broadly understand methods he will use in his future work. Two hours classroom and four hours laboratory a week. *Prerequisite: 332 or concurrent registration therein.*

431. INORGANIC CHEMISTRY Atomic and molecular structure, principles of chemical bonding, the periodic table, transition metal chemistry and chemistry of selected elements. Three hours classroom a week. *Prerequisite: 332.*

472. **BIOCHEMISTRY** Introduction to the chemistry of living systems, with emphasis on their molecular structures, chemical properties, metabolic pathways, and energetics. The chemical bases for biological phenomena are extensively examined. Three class hours per week. *Prerequisites: Chemistry 252, Biology 111, 112.*

490. **ADVANCED TOPICS IN CHEMISTRY** Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, spectroscopy, statistical thermodynamics and catalysis. Three hours classroom per week. *Prerequisite: Permission of the instructor.*

MAJOR: ten courses, including 131, 132, 251, 252, 331, 332, 337, 338, and at least two courses from 353, 362, 431, 472 or 490. The remaining course is an elective from the five listed, independent study or independent research. In addition, Physics 111, 112 or 131, 132 and Math 131, 132 or 141, 142 are required. (Geology 303, Geochemistry can be applied to the major.)

MINOR: six courses, including 131, 132.

NOTE 1: Students will not normally receive graduation credit for both 103 and 131, 111 and 131, 104 and 132, 112 and 132, because of the similarity in course content and the problems of continuity and duplication in the department program. Exceptions, however, are possible and students who feel their situation is unusual are encouraged to discuss their needs with the department chairman and their adviser.

NOTE 2: Any student desiring certification by the American Chemical Society for graduate work should satisfactorily complete: 131, 132, 251, 252, 331, 332, 337, 338, 353, 362 and 431; one course of independent study or independent research with laboratory; and one course from 472, 490, advanced physics, or advanced mathematics. Additional requirements are mathematics through simple differential equations and the ability to read simple scientific German or Russian with the aid of a dictionary.

CLASSICAL STUDIES

Professor Lockhart, *Chairman*

Associate Professor Sider*

Assistant Professor Fitts

Instructor Staley

The Department of Classical Studies tries to do some of the things accomplished by "reading Greats" at an English university college. Its goal is to acquaint any student with those Greek and Latin authors who stand in undiminished status against the rivals of two thousand years. Without neglecting social and economic forces or forgetting the fascination of the classical tradition, the department concentrates on a few great authors, whose texts have been the inspiration of every worthwhile European mind.

* On leave, 1974-1975.

The need for teachers of Latin in high schools is acute and opportunities for teaching on the college level are great. Many students have chosen to major in classical languages as preparation for professional training, law school, theological seminary and even medical school.

Dickinson College is affiliated with the Intercollegiate Center for Classical Studies in Rome. Through its facilities Latin majors may spend a semester of either the junior or senior year studying classical life within sight of the monuments themselves. This program, administered through Stanford University, is open only to students with a B average. Scholarships are available, and full credit is given by the College for work taken at the Center. Majors are thus afforded a chance to study with some of the country's finest professors of ancient literature, history and archaeology.

Classical Archaeology is available through an arrangement with Wilson College.

Classical Studies

251, 252. HELLENIC HISTORY First semester: a study of Minoan and Mycenaean civilization, the Homeric problem and rise of the polis, the Persian Wars, and the development of Athenian democracy to 478 B.C. Second semester: Greek history from 478 to 323 B.C. *Alternates with 253, 254. To be given in 1974-1975.*

253, 254. ROMAN HISTORY First semester: a study of the Roman state from prehistoric times to the end of the Republic. Second semester: Roman history from the establishment of the Principate to the death of Justinian, 565 A.D. *Alternates with 251, 252. To be given in 1975-1976.*

Greek

101-102. FIRST-YEAR GREEK Drill on the fundamentals of Greek grammar and the study of vocabulary. Selected prose, such as Plato's *Euthyphro* and *Crito*, are read in the second semester.

211, 212. SECOND-YEAR GREEK First semester: an introduction to Homer's *Iliad*. Second semester: the reading of selected Greek tragedies. *Prerequisite: 101-102 or the equivalent.*

233. HERODOTUS A study of Herodotus as historian. *Prerequisite: 211 or 212 with a grade of at least C. To be given in 1975-1976.*

234. HOMER A study of the *Odyssey*, with comparative readings in Hesiodic epic. *Prerequisite: 211 or 212 with at least C. To be given in 1975-1976.*

391, 392. SEMINAR: GREEK DRAMA A study of the Greek theater, with special emphasis on tragedy and comedy as literary types. *Given in alternate years. To be given in 1974-1975. Prerequisite: 233 or 234 or permission of the instructor.*

393, 394. RESEARCH SEMINAR A reading, research, and conference course on selected areas of Greek literature. *Given in alternate years. To be given in 1975-1976. Prerequisite: 233 or 234 or permission of the instructor.*

MAJOR: ten courses numbered 102 or above. Classical Studies 251 and 252 may be counted toward this requirement; Philosophy 391, 392, 393, or 394 may be substituted for either of these Classical Studies when the subject matter is Plato.

MINOR: six courses numbered 102 or above. Classical Studies 251 or 252 may be counted toward this requirement, but not both.

NOTE: It is recommended that majors elect Fine Arts 202.

Hebrew

101-102. FIRST-YEAR BIBLICAL HEBREW Fundamentals of Hebrew morphology and vocabulary. Second term, readings in biblical narrative texts. Selected readings from Psalms and prayers. *To be offered in 1974-1975 only.*

111, 112. SECOND-YEAR HEBREW Review of Hebrew grammar. Rapid reading of texts, especially in the Prophets and Writings. *To be offered in 1974-1975 only.*

Latin

101-102. FIRST-YEAR LATIN Drill in the fundamentals of Latin grammar and vocabulary. Selected prose from the Roman Republic is read in the second semester.

111, 112. SECOND-YEAR LATIN Review of Latin syntax. Readings from Cicero in the first semester, Vergil's *Aeneid* in the second semester. *Prerequisite: 101-102 or the equivalent.*

233. ROMAN HISTORIANS Readings from Roman historians, with particular emphasis on Livy. *Prerequisite: 111 or 112.*

234. LATIN POETRY Horace, *Odes* and *Epodes*; Catullus; the Elegists; Ovid. *Prerequisite: 111 or 112.*

331. CICERO Essays and letters, with stress on intellectual life of the age of Cicero. *Given every third year. To be given in 1975-1976. Prerequisite: 233 or 234.*

332. VERGIL *Aeneid VI-XII*, studied in the light of ancient poetical theory and the epic tradition. *Given every third year. To be given in 1975-1976. Prerequisite: 233 or 234.*

341. CAESAR The *Bellum Civile*, with special stress on Caesar as prose stylist. The nature and purpose of the *Commentaries* as a literary type. *Given every third year. To be given in 1974-1975. Prerequisite: 233 or 234.*

342. LUCRETIUS The philosophy and poetry of the *De Rerum Natura*. *Given every third year. To be given in 1974-1975. Prerequisite: 233 or 234.*

351. JUVENAL The nature of rhetorical poetry. Careful reading of the *Satires*. *Given every third year. To be given in 1976-1977. Prerequisite: 233 or 234.*

352. TACITUS Readings in the *Annals* and shorter works. Tacitus as historian and historical source. *Given every third year. To be given in 1976-1977. Prerequisite: 233 or 234.*

391, 392. THE LATIN LANGUAGE First semester: introduction to historical grammar and syntax. Second semester: the syntax of Classical Latin. *Given in alternate years. To be given in 1974-1975. Prerequisite: 233 or 234 or permission of the instructor.*

393, 394. SEMINAR Readings and conferences in a special topic of Latin literature. Introduction to research in classical studies. *Given in alternate years. To be given in 1975-1976. Prerequisite: 233 or 234 or permission of the instructor.*

MAJOR: ten courses numbered 111 or above, including 111, 112, 233, 234; or the equivalent of these courses. Classical Studies 253, 254 may be counted toward this requirement.

MINOR: six courses numbered 111 or above, including 111, 112, 233 or 234. Classical Studies 253 or 254 may be counted toward this requirement, but not both.

ECONOMICS

Professor Houston, *Chairman*

Associate Professor King

Assistant Professor Herman

Instructors C. Morgan, S. Morgan, Weiss

The Department of Economics offers courses designed to facilitate an understanding of the structure and function of the United States economy and of other economic systems. Through the study of economic methodology, of various theories, and of empirical data the student should gain a knowledge of essential economic processes and should gain insight concerning important current issues and policy problems. A student majoring in the field may obtain a background for business or the prerequisites for graduate study in economics, business, law, and allied fields. Other students will find that courses in economics complement their studies in other areas, especially in history, political science, sociology, and mathematics.

114. A CONTEMPORARY ECONOMIC ISSUE A current economic topic which has important public policy implications is examined. The topic, to vary from time to time, will be announced prior to registration.

121. INTRODUCTION TO ECONOMICS A study of the fundamentals of economic analysis and of basic economic institutions. Emphasis is placed upon the structure of modern markets; upon the activities of market participants in the production, pricing, and consumption of goods; upon aggregate measures of economic activity and determination of national income and its distribution into wages, rents, interest and profits. The monetary system and the role of government are studied; contemporary economic problems are appraised and alternative economic policies are analyzed. This course is desirable preparation for courses above the 100-level.

123. RADICAL POLITICAL ECONOMY A radical analysis of the operation of capitalism in America today, stressing the causes and consequences of wealth and poverty. Specific topics for discussion include the roles played in American society by racism, sexism, consumer and worker alienation, and neo-imperialism.

*229, 230. ACCOUNTING PRINCIPLES A course designed to give the student a general knowledge of accounting and of its use as a tool of management. Emphasis is placed upon the managerial approach to economic and financial analysis and upon interpretation after basic accounting techniques have been mastered. Fundamental problems of business finance, income tax, and automatic data-processing systems are considered in the second semester. *These courses do not count toward distribution requirements.*

235. BUSINESS ORGANIZATION AND FINANCE The forms of business enterprise compared in their legal status and economic importance; dominance of the corporate form of private enterprise; problems of administration and finance; investors' rights and state control.

250. MARKET STRUCTURES AND PUBLIC POLICY Legal enforcement of competition. Interpretation and enforcement of the antitrust laws as they apply to various structures. Control of public utilities and regulation of other non-competitive activities.

253. THE ECONOMICS OF LABOR A survey of labor markets and of manpower imbalances, with special emphasis on the significance of trade unions in the United States and on the institutional and theoretical background of collective bargaining wherein wages, hours, and other conditions of employment are determined.

268. AGGREGATE ECONOMIC THEORY A study of national accounting with emphasis on consumption, investment, and government expenditure patterns. Analysis of theories of income determination and of growth at the aggregate level as well as an examination of production flows among industrial sectors.

278. PRICE THEORY Production and cost, firms and markets, households, income distribution, general equilibrium, selected applications and extensions. *See Note 1.*

344. PUBLIC FINANCE A survey of the public sector and of government finance. Trends and purposes in government income and expenditures; analysis of deficit financing and taxation theory and practice. Emphasis on financial problems of state and local governments.

347. **MONEY AND BANKING** A study of the role of money and credit in the United States economy. This includes an examination of the functions of money, the commercial banking system, the Federal Reserve System, and other domestic financial institutions. Various theories of money will be studied. The monetary and financial policies and practices of the Federal Reserve System and the United States Government will be analyzed and appraised.

348. **INTERNATIONAL ECONOMICS** An introduction to the determinants of international trade patterns, the causes and consequences of public policies to control trade, the operation of the international monetary system, its effects on national economies, and the emerging role of the multinational corporation. *Prerequisite: 121.*

349. **ECONOMIC DEVELOPMENT** This course asks why poor countries of the world have not achieved high levels of economic development and what could be done to accelerate the development process. Designs for economic planning and appropriate policies on specific issues are discussed within the context of the political and social environmental, the legacy of history, and the current international environmental. *See Note 1.*

*361, 362. **INTERMEDIATE ACCOUNTING PRINCIPLES** A more advanced treatment of the material in Economics 229, 230, with increased emphasis on advanced accounting theory and techniques in conjunction with the managerial approach. Consideration of advanced problems in business finance. *Prerequisite: 230. These courses do not count toward distribution requirements.*

375. **BUSINESS CYCLES AND FORECASTING** Theoretical analysis of business fluctuations; problems of the identification, measurement, and forecasting of cycles and of growth, with emphasis on recent experience. *See Note 1.*

376. **CONTEMPORARY ECONOMIC SYSTEMS** A comparison of the theoretical efficiency of capitalism and socialism; historical and descriptive studies of communistic and socialistic economic systems, including recent developments.

395, 396. **STUDIES IN MODERN EUROPEAN ECONOMICS** To be offered in Bologna only. *See Note 1.*

473. **HISTORY OF ECONOMIC THOUGHT** A critical presentation of significant economic theories from the beginning to the present time, viewed as an expression of the individuality of the great thinkers and of their historical background.

475. **MATHEMATICAL ECONOMICS** Selected topics, to be announced prior to registration, in theoretical or applied economics, using mathematical or statistical techniques. *See Note 1.*

495, 496. **ECONOMICS SEMINAR** A reading, research, and conference course on selected economic topics. *See Note 1.*

MAJOR: nine courses in Economics, including 268, 278, either 495 or 496; also Mathematics 121, 122 or alternatively Mathematics 131 and either Mathematics 221 or Economics 375. Interdisciplinary Studies 301 may be substituted for one course in Economics in fulfilling the requirement for the major or minor.

MINOR: six courses, including one of the following: 121, 250, 268, 278, 344, or 347.

NOTE 1: Each student should consult the department concerning recommended preparation for courses above the 100-level, particularly for 278, 375, 395, 396, 475, 495, and 496. The department should also be consulted on recommended sequences of courses to meet various study objectives.

NOTE 2: The student who expects to major in Economics should elect Mathematics 121, 122 (or the equivalent) early, preferably not later than the sophomore year; it is recommended that 268 and 278 be elected during the sophomore year. Prospective majors, as well as those planning graduate study in Economics or business, should consult the department early concerning other course options.

EDUCATION

See Psychology and Education

ENGLISH

Professors Bowden*, Schiffman, Sloane, Warlow, and Wishmeyer
Associate Professors Culp, Harms, Rosen, and Tirumalai
Assistant Professors Bowie, and Conner, *Chairman*
Instructors Caleb, and Marbury

The language and literature of the Anglo-American tradition are studied historically, by types, and in conjunction with other arts and literatures. English majors should therefore take courses in art, history, music, philosophy, religion, and foreign languages and literatures, both classical and modern. They should acquaint themselves with the best that has been thought and said and done in the world. English majors are afforded training in the basic disciplines of the field—history, criticism, research, and writing.

101. WRITING SEMINARS Closely supervised practice in effective writing—expository, persuasive, expressive.

210. INTRODUCTION TO LITERATURE Close reading and analysis of poetry, drama, fiction, and non-fictional prose, selected from a range of chronological periods. *Open to freshmen.*

211. MAJOR BRITISH WRITERS I From earliest times through the eighteenth century; emphasis on Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Swift, Pope, Johnson, and Boswell. *Open to freshmen.*

* On leave, Fall Semester, 1974.

212. MAJOR BRITISH WRITERS II From 1798 to the present; intensive study of the Romantics, the Victorians, Shaw, Yeats, and Eliot. *Open to freshmen.*

213. LITERATURE OF THE WESTERN WORLD I Readings in English from literary masterpieces of the ancient and medieval periods with particular significance for Western culture, notably Homer, Herodotus, the Greek dramatists, Vergil, medieval epics, and Dante. *Open to freshmen.*

214. LITERATURE OF THE WESTERN WORLD II A continuation of 213 through the Renaissance and modern periods; emphasis on Boccaccio, Chaucer, Erasmus, Rabelais, Montaigne, Cervantes, Molière, Racine, Voltaire, Goethe, Dostoevsky, Tolstoi, and Ibsen. *Open to freshmen.*

215. SURVEY OF AFRO-AMERICAN LITERATURE An introduction to the breadth and variety of literature produced by Black Americans. The course begins with an examination of the folk poetry and tales, and continues to mid-twentieth century.

225. ADVANCED EXPOSITORY WRITING Special attention to the development of ideas and their critical appraisal. *Recommended for students preparing to teach and for pre-Law students. Prerequisite: 101 or permission of the chairman.*

235. HISTORY OF THE ENGLISH LANGUAGE The origins and growth of English and of American English, the sources of our vocabulary, and the processes of semantic change. *Open to freshmen.*

236. STRUCTURE OF THE ENGLISH LANGUAGE An intensive review of conventional grammar and an introduction to structural linguistics and to generative-transformational grammar. *Recommended for students preparing to teach English. Open to freshmen.*

281. CREATIVE WRITING I The writing and discussion of fiction, poetry, criticism, essays, and/or drama. *Prerequisite: permission of the instructor.*

282. CREATIVE WRITING II Further writing and discussion of fiction, poetry, criticism, essays, and/or drama. *Prerequisite: permission of the instructor.*

310. LITERATURE OF THE NON-WESTERN WORLD Readings in English translation from literary classics of the Near and Middle East, India, China, and Japan. *Prerequisite: a college level course in literature.*

311. MAJOR AMERICAN WRITERS I From Puritan times to the Civil War, with emphasis on major writers from Poe to Whitman. *Prerequisite: a college level course in literature.*

312. MAJOR AMERICAN WRITERS II From the Civil War to the present, with emphasis on major writers from Twain to Hemingway. *Prerequisite: a college level course in literature.*

330. CLASSICAL AND BIBLICAL INFLUENCES IN ENGLISH LITERATURE Selections in translation, with critical consideration of their use from the Middle Ages to the twentieth century. Emphasis on the nature and function of myth and the uses of literary forms. *Prerequisite: a college level course in literature.*

331. CHAUCER The poet and his century, with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*. *Prerequisite: 211 or 213.*

332. RENAISSANCE ENGLISH DRAMA From its medieval beginnings to the closing of the theaters in 1642, with emphasis on major figures such as Marlowe, Jonson, and Webster, but excluding Shakespeare. *Prerequisite: 211, 213, or 214, or permission of the instructor.*

340. THE AGE OF ELIZABETH Non-dramatic literature of the Elizabethan period, with emphasis on major figures such as Sidney, Shakespeare, and Spenser. *Prerequisite: 211, 213, or 214, or permission of the instructor.*

341. SHAKESPEARE I Early plays, comedies, and histories, and a sampling of critical approaches to these plays. *Prerequisite: 211, 213, or 214.*

342. SHAKESPEARE II Problem comedies, tragedies, and romances, and a sampling of critical approaches to these plays. *Prerequisite: 211, 213, or 214.*

353. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY The chief writers and movements from the age of Donne and Jonson to the Restoration, excluding Milton. *Prerequisite: 211, 213, or 214, or permission of the instructor.*

354. MILTON A detailed study of the poetry and prose. *Prerequisite: 211, 213, or 214, or permission of the instructor.*

367. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY I Representative English writers and tendencies of the neoclassic Augustan period, with emphasis on Dryden, Swift, and Pope. *Prerequisite: 211, 212, 213, or 214.*

368. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY II The later eighteenth century: sentiment and satire. *Prerequisite: 211, 212, 213, or 214.*

370. THE ENGLISH NOVEL The development of the novel as a genre in England, with emphasis on major works from the eighteenth and nineteenth centuries. *Prerequisite: a college level course in literature.*

371. ENGLISH LITERATURE OF THE ROMANTIC MOVEMENT Major writers and characteristics. *Prerequisite: 212 or 214.*

372. THE VICTORIAN AGE Major writers and trends of the period. *Prerequisite: 212, or 214.*

375. THE CONTINENTAL NOVEL Major trends and movements in western European fiction, particularly from Romanticism through World War I, with special attention to influences on and from English and American novelists. All readings will be in English. *Prerequisite: a college level course in literature.*

380. TWENTIETH-CENTURY FICTION American, British, and continental novels and short stories. *Prerequisite: 211, 212, 213, or 214.*

381. TWENTIETH-CENTURY AMERICAN AND BRITISH POETRY Representative poets and major tendencies. *Prerequisite: a college level course in literature.*

382. MODERN DRAMA I Ibsen to O'Neill. *Prerequisite: a college level course in literature.*

383. MODERN DRAMA II American, British, and continental theatre from 1930 to the present. *Prerequisite: a college level course in literature.*

390. THE AMERICAN NOVEL The development of the novel as a genre in America, with emphasis on major works from Hawthorne to Dreiser. *Prerequisite: a college level course in literature.*

392. LITERARY CRITICISM Readings in English of major critical writers from Plato to the present, aimed at establishing a foundation for the development of informed literary judgments. *Prerequisite: 211, 212, 213, or 214.*

401. SEMINAR IN AMERICAN LITERATURE *Prerequisite: permission of the instructor.*

402. SEMINAR IN SHAKESPEARE *Prerequisite: permission of the instructor.*

403. SEMINAR IN ENGLISH LITERATURE BEFORE 1700 *Prerequisite: permission of the instructor.*

404. SEMINAR IN ENGLISH LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES *Prerequisite: permission of the instructor.*

405. SEMINAR IN ENGLISH LITERATURE OF THE TWENTIETH CENTURY *Prerequisite: permission of the instructor.*

MAJOR: ten courses, including two from the group 211, 212, 213, and 214; one from the group 341, 342, and 402; and one from each of the following groups:

Group 1: 331, 332, 340, 353, 354, 403

Group 2: 367, 368, 370, 371, 372, 404

Group 3: 311, 312, 390, 401

Group 4: 380, 381, 382, 383, 405

NOTE: English 101 will count toward the major only if taken after June, 1970. Students contemplating graduate work in English should acquire some knowledge of two foreign languages, preferably French and German. A course in literature outside the English Department is also helpful.

In addition, students majoring in English are urged to enroll in History 243, 244, and in Fine Arts 101, 102.

Students who hope to receive departmental honors must elect 571, 572 (independent research).

MINOR: six courses, including five courses in literature. Minors must elect two courses from among 211, 212, 213, and 214, and at least two courses from the following group: 311, 312, 331, 332, 340, 341, 342, 353, 354, 367, 368, 370, 371, and 372. (NOTE: English 101 will count toward the minor only if taken after June, 1970.)

TEACHER CERTIFICATION: The English Department requires its majors who wish to secure teacher certification to schedule the following courses within the existing requirements:

- a. English 225 (may be substituted for one course in either Group 1 or Group 2 by students who entered the College before June, 1970).
- b. English 236 (preferably to be taken before enrollment in the Professional Semester in Teacher Education).
- c. English 380, 381, or 382 (taken as the Group 4 requirement).

Additionally, students are urged to enroll in English 310 and in two half-courses in public speaking.

FINE ARTS

Professor Akin, *Chairman*

Assistant Professor Weller

Instructors Ferguson and Latchaw

Courses in Fine Arts are taught with the understanding that art is a visual language. The student is presented with the means of comprehending the language as well as methods of understanding the esthetic and historical significance of the visual arts. Departmental offerings should be elected, wherever possible, in conjunction with related courses in history, music, philosophy, religion and classical, foreign and English literature. Optional majors provide an art history emphasis or a balance between studio and art history. Each plan can lead to graduate study and careers in the visual arts.

101, 102. AN INTRODUCTION TO THE HISTORY OF ART A survey of painting, sculpture, architecture, and the minor arts created by the world's leading civilizations. In 101, examples are chosen from prehistoric, primitive, ancient, and medieval European art. In 102, the arts of western Europe beginning with the Renaissance are considered. *These courses count toward distribution requirements.*

109. CERAMICS Locally mined clays will be made into pottery, sculpture, and mosaic forms. *This course does not count toward distribution requirements.*

202. ANCIENT ART The art and architecture of ancient Egypt, Mesopotamia, Greece, and Rome are considered with major emphasis devoted to the art of Greece and Rome. *Prerequisite: 101 or 102.*

203. MEDIEVAL ART European art and architecture of the Middle Ages, from the decline of the Roman Empire to the fourteenth century. Particular emphasis is placed on early Christian, Romanesque, and Gothic art. *Prerequisite: 101 or 102.*

204. NORTHERN RENAISSANCE ART A study of the art of northern Europe in the fifteenth and sixteenth century, with particular emphasis on Germany and Flanders. Special consideration is given to the work of Dürer, Grünewald, Cranach, and Altdorfer and to that of Hubert and Jan van Eyck, Roger van der Weyden, Memling, Bosch and Bruegel. *Prerequisite: 101 or 102.*

207. FUNDAMENTALS OF PAINTING AND DESIGN A studio course consisting of eight hours of practical work a week: four hours supervised and four hours pursued independently. Instruction is offered in materials, several media of drawing and painting, composition, design and color theory. *This course does not count toward distribution requirements.*

209. ORIENTAL ART An introduction to the artists and art forms originating in the Orient. Examples will be selected from the major cultural traditions of South and East Asia.

254. PHOTOGRAPHY AND CINEMATOGRAPHY Introduction to darkroom techniques and the multi-media uses of photography and cinematography. *This course does not count toward distribution requirements.*

301. ITALIAN RENAISSANCE ART Italian painting, sculpture, and architecture of the fifteenth and sixteenth centuries will be considered. The works of Ghiberti, Donatello, Brunelleschi, Masaccio, Leonardo, Piero della Francesca, Raphael, and Michelangelo will be reviewed in some detail. Theoretical and critical writings of the period will be discussed. *Prerequisite: 101 or 102.*

302. BAROQUE ART European painting, sculpture, and architecture of the seventeenth century will be considered. Particular emphasis will be placed upon the works of Caravaggio, the Carracci, Bernini, Borromini, Rubens, Rembrandt, Vermeer, Velasquez, and Poussin. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 or 102.*

304. AMERICAN ART The development of painting, sculpture, and architecture in America. Special consideration will be given to the problem of what constitutes an American style in the arts and the relationship between art and culture. *Prerequisite: 101 or 102.*

307. ART HISTORICAL METHODS Some considerations of the research tools of art historical analysis including bibliographical methodology and a study of the use of sources, secondary courses, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. *Prerequisite: 101 or 102.*

313. 19th CENTURY ART Problems of Romanticism and Realism will be introduced through a survey of works by Goya and David. Major 19th century figures and movements will be surveyed, including the Nazarenes, Friederich, Blake, Palmer, Constable, Turner, the PRB, Ingres, Gericault, Delacroix, Corot, Barbizon School, Courbet, Daumier, Manet, and the Impressionists. *Prerequisite: 102.*

314. 20th CENTURY ART A survey of major European artists and movements from 1880 to the present, including Post-Impressionism, Symbolism, Fauvism, Cubism, Futurism, de Stijl, the School of Paris, Dada, Surrealism, Pop Art, and current trends. *Prerequisite: 102.*

355. PAINTING Various painting media will be explored including oils, watercolor, and acrylic. *Prerequisite: 207.*

356. SCULPTURE Various sculpture media will be explored including clay, plaster, wood, stone, and metals. An emphasis will be placed on carving, casting, and metal welding. *Prerequisite: 207.*

357. GRAPHICS Various print making media will be explored including woodcut, silk screen, and etching. *Prerequisite: 207.*

358. DRAWING The course will be devoted to working from the human form during which the student will be expected to develop his sense of two dimensional line and three dimensional illusionistic form through the use of such graphic media as pen and ink, pencil, charcoal, conte crayon, etc. *Prerequisite: 207.*

391, 392. STUDIES IN ART HISTORY Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically. *Prerequisite: 101 or 102.*

403. SEMINAR: PROBLEMS IN ITALIAN ART The study of an artist, movement, or problem to be selected from the Italian Renaissance. *Prerequisite: 102 and permission of the instructor.*

404. SEMINAR: PROBLEMS IN MODERN ART The study of an artist, movement, or problem to be selected from the 19th or 20th century art. *Prerequisite: 102 and permission of the instructor.*

MAJOR: Option one, with emphasis in art history: nine courses, including 101, 102 and 301, 302, 313 and 314. In addition, 307 is strongly recommended for the senior year. Honors and independent study courses and 207 may be applied to the major. Option two, with a balance between direct studio experience and art history: five art history courses, including 101 and 102; four studio courses, including 207.

MINOR: six courses, including 101, 102, 301 or 302, 313 or 314. 307 is recommended.

NOTE: A reading knowledge of French and German is necessary for graduate work in the history of art. For those wishing to specialize in antique and medieval art in graduate school, Latin is necessary.

GEOLOGY

Professor Vernon*

Associate Professors Hanson, *Chairman*, and Potter

Assistant Professor Wolgemuth**

The course offerings in the Department of Geology offer a comprehensive view of the principal areas of the science of geology and experience in the fundamentals of geological investigation. This program is provided for students planning to proceed with graduate study or research in the field or to enter directly into positions for which geological training is a requisite, as well as to stimulate understanding and enjoyment of the region in which the student lives.

131, 132. GENERAL GEOLOGY Geological principles and external processes, including rock weathering and soils, river action and valley development, effects of glaciers, oceans, and volcanoes. Internal processes and their effects are examined, along with earth movement in mountain building, faulting and folding. Emphasis also will be placed on the physical and biological history of the earth and the application of the earth sciences to the solution of contemporary environmental problems. Three hours classroom and three hours laboratory each week.

201. GEOMORPHOLOGY The description and interpretation of the relief features of the earth's continents and ocean basins with a comprehensive study of the basic processes which shape them. Two hours classroom and three hours laboratory a week. *Given in alternate years. To be given in 1974-1975. Prerequisite: 131.*

203. ECONOMIC GEOLOGY Covers the mineral fuels, coal, oil, and gas, the major ore deposits, and the building materials including their geographic distribution, geologic occurrence, origin, and uses. *Given in alternate years. To be given in 1975-1976. Prerequisite: 131.*

205. MINERALOGY A course in descriptive mineralogy in which the various mineral groups are studied. Includes crystallography, general physical properties, and chemical and systematic mineralogy. Two hours classroom and three hours laboratory a week. *Prerequisite: 131 and Chemistry 131, 132 or concurrent registration therein.*

206. PETROLOGY A systematic study of the modes of occurrence, origin, and classification of rock types. Laboratory studies will be focused on the megascopic identification of the common rocks. Two hours classroom and three hours laboratory a week. *Prerequisite: 205.*

207. INVERTEBRATE PALEONTOLOGY A systematic study of the invertebrate fossil groups, their evolution, and their relationships to living animals. Two hours classroom and three hours laboratory a week. *Given in alternate years. To be given in 1975-1976. Prerequisite: 131, 132 or Biology 111, 112.*

* On leave, Fall Semester, 1974.

** On leave, Spring Semester, 1975.

209. **SEDIMENTOLOGY** A systematic study of source materials, transport, depositional environments, lithification and diagnosis of sediments. Two hours classroom and three hours laboratory a week. *Prerequisite: 131 or permission of the instructor.*

210. **STRATIGRAPHY** Principles of organization and interpretation of the stratigraphic record. Emphasis on the stratigraphy of the Appalachians and selected European areas. Two hours classroom and three hours laboratory a week. Three Saturday field trips. *Given in alternate years. To be given in 1974–1975. Prerequisite: 131, 132, 205, 209.*

221. **MARINE GEOLOGY** An introduction to physical marine science including the physics and chemistry of the ocean, the morphology of the ocean floor, and the processes involved with the formation and maintenance of ocean basins. Topics include the description and geotectonic explanation for ocean basins, rises, trenches, island arcs, mid-oceanic ridges, and new oceanic crust. Also considered are the character and distribution of chemical and detrital sediments in the marine system, including turbidites, pelagic sediments, and carbonates. *Prerequisite: one year of a laboratory science.*

301. **FIELD GEOLOGY** A course in some of the basic geological field techniques, with the preparation of topographic and geologic maps and reports from data obtained by the student in the field. Two hours classroom and three hours laboratory a week. *Given in alternate years. To be given in 1975–1976. Prerequisite: 131, 132.*

302. **STRUCTURAL GEOLOGY** Tectonics, properties, relationships, and positions of the component rock masses of the earth. Two hours classroom and three hours laboratory a week. *Given in alternate years. To be given in 1975–1976. Prerequisite: 301.*

303. **GEOCHEMISTRY** Introduction to the origin of the elements and to geochemical cycles in the earth's atmosphere, hydrosphere and lithosphere. Includes radioactive dating methods and stable isotope geology. *Given in alternate years. To be given in 1974–1975. Prerequisite: Chemistry 131 or concurrent registration therein. May be counted toward a chemistry major.*

311. **SPECIAL TOPICS** In-depth studies in special geological topics to be offered on the basis of need and demand. *Prerequisites: Permission of the instructor. One-half or one course.*

315. **HISTORICAL GEOLOGY** The history of the earth, its changing features, and the development of its animal and plant inhabitants. Two hours classroom a week. *Given in alternate years. To be given in 1974–1975. Prerequisite: 209 and 302. One-half course.*

318. **OPTICAL MINERALOGY** Crystal optics and the use of the polarizing microscope for the examination of minerals by the immersion method and rocks in thin section. Two hours of classroom and three hours laboratory a week. *Given in alternate years. To be given in 1975–1976. Prerequisite: 206 or concurrent registration therein.*

324. SEMINAR A reading, research, and conference course on topics in geology and related interdisciplinary fields. *Prerequisite: permission of the instructor. One-half course.*

MAJOR: nine courses including 131, 132, 205, 206, 209, 301, and 302. In addition, Chemistry 131, 132 is required.

MINOR: six courses including 131, 132.

NOTE: Any student desiring departmental recommendation for graduate work must also satisfactorily complete Mathematics 121, 122 or 131, 132 and Physics 111, 112 or 131, 132. (Physics 202 may be substituted for Physics 112 or 132.)

HISTORY

Professors Garrett, *Chairman*, Gates, and Kellogg

Associate Professors Carson*, Jarvis, Rhyne, and Weinberger

Assistant Professor Klinge

Instructors Marcotte, and Toney

The offerings in history are planned to serve the following purposes: to inform the student interested in man's past, to acquaint him with the leading interpretations of his heritage, to encourage him to comprehend and utilize historical perspectives, and to introduce him to the methodology and techniques of historical analysis. Students elect courses in the department as a component of their liberal education, as a preparation for graduate study and for the teaching of history, to complement their work in other disciplines, and to provide a background for such careers as law, journalism, and library science.

111, 112. HISTORY OF WESTERN CIVILIZATION The elements of continuity and the phases of change in the civilization that matured in Europe from its beginnings in the Near East and Greece to its current expansion into other areas of the world.

117, 118. AMERICAN HISTORY A survey of the colonial origins and national development of the United States from 1607 to the present. Some attention is given to interpretations by leading historians.

* On leave, 1974-1975.

119. SOUTH ASIA: INDIA AND PAKISTAN Following a survey of the origin and formation of traditional Hindu civilization and the impact of Moslem culture, the emphasis is placed on nineteenth and twentieth century British India, with particular attention to the rise and triumph of nationalist movements.

120. EAST ASIA: CHINA AND JAPAN An introduction to the classical tradition of Chinese and Japanese civilizations followed by an analysis of the changes brought about by the impact of modernization in the nineteenth and twentieth centuries.

190. INTRODUCTION TO HISTORY Through selected readings and discussion about the nature of history, and through analysis and projects related to selected historical problems the student is introduced to the art and techniques of the discipline. Normally elected in the freshman year.

243, 244. ENGLISH HISTORY: 55 B.C. TO DATE First semester: the political and social evolution of England to the end of the seventeenth century. Second semester: Britain and the Empire to the present.

253, 254. HISTORY OF RUSSIA First semester: from earliest times to the reign of Nicholas II. Second semester: fall of the czardom, the Russian revolution, and the Communist state from Lenin to Khrushchev. *Prerequisite: 112 or permission of the instructor.*

271. EIGHTEENTH CENTURY EUROPE: UTRECHT TO VIENNA, 1713-1815 Facets of the Enlightenment; intellectual ferment; expansion of Europe; the forces of revolution and the impact of Napoleon. *Given in alternate years. To be given in 1974-1975.*

272. NINETEENTH CENTURY EUROPE: 1815 to 1914 Starts with the Congress of Vienna and proceeds with the reaction after 1815, the revolutions of the midcentury, unifications of Germany and Italy: problems of nationalism, imperialism, liberalism; and concludes with diplomatic background for the First World War.

273. TWENTIETH CENTURY EUROPE: SINCE 1914 Political, economic, and social sequels to Versailles; the challenge to European dominance and changing relations with Russia and the United States; the rise of totalitarianism to World War II and its consequences.

281. TWENTIETH CENTURY AMERICAN HISTORY The development of the United States since 1898 with emphasis upon reform movements and the assumption and implications of great power status.

282. DIPLOMATIC HISTORY OF THE UNITED STATES Emphasis upon the diplomacy of the early Republic, expansion, the emergence of the United States as a world power, and the use of collective security.

289. THE NEGRO IN AMERICA A survey of black history from the origins of slavery in the American colonies to the urban migrations of the twentieth century.

311. STUDIES IN AMERICAN HISTORY Selected areas and problems in American history. Specific topics announced each year. *Prerequisite: 190 or permission of the instructor. Offered occasionally.*

313, 314. STUDIES IN EUROPEAN HISTORY Selected areas and problems in European history. Specific topics announced each year. *Prerequisite: 190 or permission of the instructor. Offered occasionally. 314 offered in Bologna only.*

315. STUDIES IN COMPARATIVE HISTORY Selected trends and problems studied comparatively in various periods and geographical areas. Specific topics announced each year. *Prerequisite: 190 or permission of the instructor. Offered occasionally.*

325. MEDIEVAL HISTORY The development of European civilization from the disintegration of Roman imperial authority to the late thirteenth century, with some attention to eastern Europe. *Given in alternate years. To be given in 1975-1976.*

327. EUROPE IN THE RENAISSANCE, 1300-1500 The emergence of Europe from the Middle Ages. Particular attention will be given to the interrelationships of economic, social, political, and cultural change in Western Europe, with special emphasis being placed on Italy. *Given in alternate years. To be given in 1974-1975.*

328. EUROPE IN THE REFORMATION, 1500-1650 A study of the interaction between the unresolved tensions (social, religious, political, and economic) in Western Europe, and the men who shaped the Reformation and Counter-Reformation. Particular attention is given to Germany and to Luther. *Given in alternate years. To be given in 1975-1976.*

345. ENGLISH CONSTITUTIONAL AND LEGAL HISTORY A technical approach to the evolution of governmental and legal institutions in the context of English society. *Offered occasionally.*

347. AMERICAN COLONIAL HISTORY English America from the epoch of settlement through the achievement of independence. Particular attention is given to the causes and consequences of the American Revolution. *Given in alternate years. To be given in 1975-1976.*

349, 350. AMERICAN INTELLECTUAL AND SOCIAL HISTORY A study of ideas, myths, and popular opinion in their social context with attention to American Puritanism, Enlightenment America, the Romantic era, labor and reform movements, intellectual revolt and conservatives, radicals, and liberals in modern America.

357. EUROPEAN INTELLECTUAL HISTORY Main currents of Western thought from the Middle Ages to the present. The interaction of ideas and social development is stressed with attention to the influence of science and economic changes. Includes such topics as humanism, the scientific revolution, evolutionary thought, relativism, and contemporary criticism of the liberal tradition. *Given in alternate years. To be given in 1975-1976.*

358. 19th-20th CENTURY EUROPEAN DIPLOMACY European diplomatic history from the Congress of Vienna through World War II. *Prerequisite: 112.*

387. AMERICAN CONSTITUTIONAL HISTORY The framing of the Federal Constitution and its historical development, with emphasis on evolving interpretation by the courts. *Given in alternate years. To be given in 1975-1976.*

388. AMERICAN HISTORY IN THE CIVIL WAR PERIOD An analysis of the interactions among political, economic and intellectual aspects of nineteenth century America from 1828 to 1865. Attention is given to the causes and course of the Civil War. *Given in alternate years. To be given in 1974-1975.*

389. SEMINAR IN EUROPEAN HISTORY: SELECTED TOPICS *Prerequisite: permission of the instructor.*

390. SEMINAR IN AMERICAN HISTORY: SELECTED TOPICS *Prerequisite: permission of the instructor.*

490. HISTORIOGRAPHY The history of historical writing derived from works of representative historians, past and present, as well as analysis of historical craftsmanship. The evolution of research techniques and historians' concepts about the nature and purpose of history receive attention. *Prerequisite: six courses in history.*

491. HISTORY SEMINAR An introduction to the craft of the historian. Includes discussion of theories on the meaning of history and study of research methods involving the solution of selected problems. *Prerequisite: permission of the instructor.*



MAJOR: nine courses including:

- I. 190 (Must be completed or *in cursu* at time of acceptance as a major.)
- II. One of the following: History 389, 390, 490, 491, Philosophy 355 or, when approved in advance by the department, a semester course in history in Independent Study or Independent Research which treats some aspect of the methodology or philosophy of history.
- III. Two courses from one group and one from the other:

GROUP A: (European) 243, 244, 253, 254, 271, 272, 273, 313, 325, 327, 328, 345, 357, 358, 389.

GROUP B: (American) 281, 282, 289, 311, 347, 349, 350, 387, 388, 390.

MINOR: six courses, including at least two in American and two in European history.

NOTE 1: One of the following courses may be substituted for one of the courses in Group A: Classics 251, 252, 253 or 254.

NOTE 2: A reading knowledge of French and German is highly desirable for those contemplating graduate work.

INTERNATIONAL STUDIES

Professor Rosi, *Coordinator*

An interdisciplinary major which utilizes primarily the perspectives of economics, history, and political science to examine a world of revolutionary change. The program is intended to prepare a student either for graduate study or for a career with an international focus. In addition to the foundations built in the aforementioned disciplines, the student is expected to pursue humanistic and cultural studies appropriate to a geographical area of his choosing.

The interdisciplinary experience is completed with an integrative research seminar and a comprehensive examination.

401. INTERDISCIPLINARY SEMINAR Research which integrates the various disciplines in the major, normally involving the student's geographic area.

Core Disciplines: Eleven courses in the core disciplines (economics, history, and political science) are required, in any 6: 3: 2 combination which includes Economics 348 (International Economics), History 282 (U. S. Diplomatic History), Political Science 240 (International Relations) and either Political Science 370 (American Foreign Policy) or Political Science 375 (American National Security Policy). Example: Six courses in economics (including 348); plus three courses in history (including 282); plus two courses in political science (including 240 and either 370 or 375).

One course in each of the core disciplines may be taken on a pass/fail basis, with the exception of Economics 348, History 282, and Political Science 240.

Area Courses: Four courses in one geographical area (Asia, Latin America, Russia and Soviet Union, Western Europe), exclusive of courses in the core disciplines; three must be in the humanities. However, when the number of courses available in a given geographical area is inadequate to the student's needs—in the judgment of the supervising committee and the respective area representative—he may substitute area courses from other disciplines, including economics, history, and political science. As many as two of these courses may be taken on a pass/fail basis. (Total pass/fail from core and area courses = five.)

Interdisciplinary Independent Study: During either his seventh or eighth semester, the student will enroll in an independent study. In it he will prepare for an examination in the core disciplines (international relations, international economics, and diplomatic history) and in his area. The examination will be administered in the eighth term by the supervising committee, which will announce at the beginning of each term whether the examination will be oral, written, or both.

Foreign Language Proficiency: (1) Satisfactory completion of courses through the intermediate level in a language appropriate to the geographic area chosen. (2) If a language is not offered at Dickinson, a proficiency examination will be administered with the assistance of the Modern Languages Department.

Study Abroad—one or two semesters (fall, spring, summer): A student may choose, with the approval of the supervising committee, any program of foreign study in the context of an international studies semester abroad program. Although majors are encouraged to go abroad, study abroad is not required.

Requirements for a Minor—Economics 348, History 282, Political Science 240; an additional course in each of the preceding core disciplines; two courses from the humanities in a geographic area; the interdisciplinary seminar. Total: nine courses.

Course Offerings in the Geographic Areas: The supervising committee and the respective area representatives will decide which courses in the geographic areas qualify for the major. The general operating principle for deciding will be that the list of courses should be as inclusive as possible. For example, any course in French literature would satisfy the Western European area requirement. (A list of courses in the four areas is available in the coordinator's office.)

MATHEMATICS

Professors Baric, *Chairman*, and Martin
Associate Professors Harvey, Light, and Stodghill*
Assistant Professors Koch, and Pence

* On leave, 1974–1975.

The major program in mathematics offers preparation for graduate study and research, secondary school teaching, and work in industry or governmental agencies. Majors should complete 252 and 262 as early as possible (usually by the end of the sophomore year).

100. PRECALCULUS MATHEMATICS For students who plan to continue in mathematics but whose background in mathematics is deficient. Sets, numbers, and the elementary algebraic and transcendental functions. *Prerequisite: permission of the instructor. This course does not count toward the requirements of a major or minor and will not satisfy the Division III Distribution Requirement. Offered on a pass/fail basis only.*

*111, 112. FINITE MATHEMATICS Topics in logic, set theory, elementary probability, game theory, linear programming and applications. These courses do not count toward the requirements of a major or minor.

*121, 122. CALCULUS AND PROBABILITY Elements of the calculus and probability. Designed primarily for prospective majors in biology, economics or other social sciences. Topics will include differentiation, integration, probability density functions, estimation, hypothesis testing, regression, partial differentiation and multiple integration. *Please read Notes 2 and 3.*

*131, 132. CALCULUS AND ANALYTIC GEOMETRY I, II Derivatives and integrals of elementary functions of one variable with such applications as maxima and minima, curve tracing, velocity, acceleration, areas, and volumes, together with an introduction to plane analytic geometry. *Please read Note 2. This course will not be offered in 1974–1975.*

*141, 142. CALCULUS An accelerated treatment of elementary calculus. Derivatives and integrals of functions of one variable with applications; analytic geometry of the conic sections. An introduction to partial differentiation, multiple integration, infinite series and differential equations. *Please read Notes 2 and 3.*

201, 202. SPECIAL TOPICS Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

211. MATHEMATICAL MODELING Introduction to the methodology of modeling as a technique useful in working toward the solution of real world problems. A variety of mathematical tools will be utilized at an elementary level. *This course will not count toward the requirements of a major or minor.*

221. ELEMENTARY STATISTICS An introduction to statistical inference, including such topics as measures of central tendency and dispersion, tests of hypotheses, and correlation. *Prerequisite: 100 or its equivalent. This course does not count toward the requirements of a major or minor.*

231. CALCULUS AND ANALYTIC GEOMETRY III Solid analytic geometry, differentiation and integration of functions of several variables, and infinite series; a continuation of Mathematics *131, 132. *Prerequisite: 132 or 152. Please read Note 2.*

251. CALCULUS AND ANALYTIC GEOMETRY III A deeper and more theoretical treatment of the same material as Mathematics 231. *Prerequisite: 152 or equivalent. See Note 2.*

252. CALCULUS IV AND DIFFERENTIAL EQUATIONS A continuation of the common material of 231 and 251 together with an introduction to the study of differential equations and their solutions by elementary methods, series solutions, and numerical algorithms. *Prerequisite: 231 or 251.*

262. LINEAR ALGEBRA I Vectors, linear transformations, matrices, linear independence, bases, and applications. *Prerequisite: 131 and the permission of the instructor.*

*321, 322. STATISTICS An introduction to the mathematical theory of probability and statistics, including a study of probability distributions and their parameters, statistical inference, tests of significance, estimation and tests of hypotheses. *Prerequisite: 252 or permission of instructor. Given in alternate years.*

331. OPERATIONS RESEARCH Uses of linear optimization models, solution of linear systems of equalities, the simplex algorithm, duality theory, and sensitivity analysis. The last quarter may be concerned with an additional topic such as dynamic programming or decision analysis. *Prerequisites: 262 and Computer Science 111 or permission of the instructor. Given in alternate years.*

332. NUMERICAL ANALYSIS Calculation of functions, interpolation and numerical integration, solution of a non-linear equation, of a linear system of equations, and of a linear system least squares curve fitting. *Prerequisites: 252 and Computer Science 111 or permission of the instructor. Given in alternate years.*

*341, 342. MATHEMATICAL PHYSICS Advanced vector analysis and matrix methods. Ordinary and partial differential equations of physics. Initial value and boundary value problems. Green's functions, spherical harmonics, and other special methods. *Prerequisites: Physics 132 or Mathematics 252.*

351. ABSTRACT ALGEBRA An introductory treatment of fundamental algebraic structures such as groups, rings and fields. *Prerequisite: 262 or its equivalent.*

352. LINEAR ALGEBRA II An extension and deeper treatment of the material in 262. Vector spaces, linear transformations, matrices, elementary canonical forms, inner product spaces and operators on inner product spaces. *Prerequisite: 262 or its equivalent.*

361. ANALYSIS I An exact treatment of the real numbers, convergence, continuity, differentiation, integration and infinite series. *Prerequisites: 252 and 262.*

362. ANALYSIS II Studies in analysis. Topics to be chosen according to the interest of the students and instructor. *Prerequisites: Mathematics 252 and 262.*

401, 402. SPECIAL TOPICS Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

461. TOPOLOGY An elementary study of metric and topological spaces touching upon open and closed sets, compactness, and connectedness. *Prerequisite: permission of the instructor.*

MAJOR: ten courses in mathematics including at least one of 351 or 352, at least one of 361 or 362 and at least three other courses numbered above 300.

MINOR: six courses.

NOTE 1: It is recommended that every mathematics major:

- a. Continue his study of physics;
- b. Satisfy his language requirement in German, French, or Russian;
- c. Take courses in philosophy, particularly Symbolic Logic and Philosophy of Science.

NOTE 2: Because of the similarity in course content, students will receive graduation credit for only one of 121, 131, 141, 151; only one of 122, 132, 142, 152 and only one of 231 and 251.

NOTE 3: Prospective majors in biology, economics or other social sciences should enroll in 121, 122 (as opposed to 141, 142). Prospective majors in mathematics, physics or chemistry should enroll in the 141, 142 calculus sequence.

MODERN LANGUAGES AND LITERATURE

The courses in modern languages are designed to provide well-balanced training in language, literature and civilization for those who elect a major or minor in the department. Those who do not wish to meet the requirements for a major or minor may elect any courses for which they have the prerequisites as stated in the description of courses. Instruction on the elementary and intermediate levels is on an intensive basis, with five contact hours a week, including laboratory.

Unless otherwise indicated, all courses above the intermediate level are conducted in the foreign language.

FRENCH

Professor Angiolillo

Associate Professors Henderson, and Kline*

Assistant Professors Backer, *Chairman*, Billings, and Petrucelli

Instructor McMeans

* On leave, 1974-1975.



101-104. **ELEMENTARY FRENCH** An intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Composition, and literary and cultural readings.

115. **INTERMEDIATE READINGS IN FRENCH** A translation course which develops facility in reading a variety of French texts and creatively rendering them into English. *Prerequisite: 104 or the equivalent.*

116. **INTERMEDIATE FRENCH** An extension of the French experience through conversation, as well as grammar and selected readings. *Prerequisite: 104 or the equivalent.*

231, 232. **FRENCH CONVERSATION AND COMPOSITION** Advanced practice in speaking, writing, and understanding the modern colloquial idiom. *Prerequisite: 116 or the equivalent with a grade of at least C.*

233, 234. **SURVEY OF FRENCH LITERATURE** A study of masterpieces of French literature. *Prerequisite: 116 or the equivalent with a grade of at least C.*

290. **INTENSIVE ORAL AND WRITTEN FRENCH** A course designed to study specific problems of oral and written expression in French, with special emphasis on matters of precision and style. Suggested for majors and required of all students planning to teach the language. *Prerequisite: permission of the instructor.*

343. **ASPECTS OF FRENCH CIVILIZATION** Concepts, themes and problems of major significance in the development of French culture. Intensive oral work and written composition. *Prerequisite: 231 or 232 or the equivalent.*

351. **FRENCH THOUGHT IN THE SEVENTEENTH CENTURY** A study of the great writers of the period, especially Descartes, Pascal, La Rochefoucauld, La Fontaine, and La Bruyère. *Given in alternate years. Prerequisite: 234 or the equivalent.*

352. THE THEATRE OF THE SUBLIME The search for perfection in Classical France. Molière, Corneille, Racine. Offered on occasion as a bi-lingual course in French and English. *Given in alternate years. To be given in 1974–1975. Prerequisite: 234 or the equivalent or permission of the instructor.*

354. REASON AND REVOLUTION The Enlightenment: a century of intellectual ferment which challenged the values of the establishment and swept them away in a revolution. Montesquieu, Voltaire, Diderot, Rousseau. Offered on occasion as a bilingual course, in French and English. *Given in alternate years. To be given in 1974–1975. Prerequisite: 234 or the equivalent or permission of the instructor.*

356. THE DOUBLE RENAISSANCE: STUDIES IN POETIC THEMES FROM PETRARCH TO SURREALISM The study of Renaissance poetry and the rediscovery of the themes of love and death in the poetry of modern France. *Given in alternate years. To be given in 1974–1975. Prerequisite: 234 or the equivalent.*

357. THE FRENCH NOVEL IN THE NINETEENTH CENTURY A critical reading of works by great novelists of the century, to include Stendhal, Balzac, Flaubert, and Zola. Study of the social and intellectual history of the period within the context of the major literary movements, such as Romanticism, Realism, and Naturalism. *Given in alternate years. Prerequisite: 234 or the equivalent.*

358. THE FRENCH NOVEL IN THE TWENTIETH CENTURY A study of the theory of the modern French novel and a critical reading of selected works from the writings of novelists from Proust to the *nouveaux romanciers*. *Given in alternate years. Prerequisite: 234 or the equivalent.*

360. MODERN FRENCH THEATER Representative plays and dramatic theory of the theater in the twentieth century, to include works by Giraudoux, Cocteau, Anouilh, Sartre, Camus and writers of the theater of the absurd. *Given in alternate years. To be given in 1974–1975. Prerequisite: 234 or the equivalent or permission of the instructor.*

361. FRENCH LITERATURE IN THE RENAISSANCE Major works from the prose, poetry, and theatre, with particular emphasis on Rabelais and the development of humanism, the theory and practice of the Pléiade, and Montaigne. *Given in alternate years. Prerequisite: 234 or the equivalent.*

362. SEMINAR IN FRENCH LITERATURE A thorough investigation of a major figure or important literary trend (chosen at the discretion of the instructor and in consultation with the majors) in French literature with emphasis on seminar reports and discussions. *Given in alternate years. To be given in 1974–1975. Prerequisite: major in French.*

363. FRENCH LITERATURE OF THE ROMANTIC PERIOD A study of the characteristics and themes of French Romantic literature, with special emphasis on poetry and theater. *Given in alternate years. Prerequisite: 234 or permission of the instructor.*

364. SPECIAL TOPICS IN FRENCH LITERATURE In-depth analysis and discussion of selected areas and problems. Specific topics to be announced before registration. *Given in alternate years. Prerequisite: permission of the instructor. One-half or full course.*

NOTE: For requirements of major and minor, see page 85. Beginning with the class of 1977, students must pass a comprehensive examination for graduation with a French major.

GERMAN AND RUSSIAN

Professor Bogojavlensky

Associate Professor Steiner

Assistant Professors Eddy, *Chairman*, Rollfinke, and L. Woodworth

German

101-104. ELEMENTARY GERMAN An intensive study of the fundamentals of German grammar, with special attention given to pronunciation and oral expression. Composition, and literary and cultural readings.

115. INTERMEDIATE READINGS IN GERMAN Readings with attention to translation as well as to the mastery of problem areas in the grammar. *Prerequisite: 104 or the equivalent.*

116. INTERMEDIATE GERMAN Introduction to conversation and composition with complementary readings. (Particularly recommended for students planning advanced studies in German.) *Prerequisite: 104 or the equivalent.*

215, 216. TOPICS IN GERMANIC STUDIES An examination of some topic related to German culture. Format and content will be determined each semester. To be given in English. *Prerequisite: permission of the instructor.*

231, 232. GERMAN CONVERSATION AND COMPOSITION This course aims to give the student a greater facility and advanced practice in speaking and understanding the German language, with emphasis on improving conversational and compositional skills. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

236. INTRODUCTION TO GERMAN LITERATURE An introduction to selected works of German literature and to the tools and methodologies available to the student of German literature. *To be given in the spring semester of 1974-1975. Prerequisite: German 116 or the equivalent or permission of the instructor.*

301. GERMAN LITERATURE FROM ITS BEGINNINGS TO THE REFORMATION A study of the major works and principal figures of the Old and Middle High German periods with special emphasis on the medieval epics and the *Minnesänger* through humanism and the Reformation. *Given in the fall semester in alternate years. To be given in English in 1974-1975. Prerequisite: permission of the instructor.*

304. GERMAN LITERATURE OF THE BAROQUE, RATIONALISM AND STURM UND DRANG A study of the major figures of the German baroque including Opitz, Gryphius, Gerhardt, Angelus Silesius, and Grimmelshausen: German rationalism, pietism and rococo from Gottsched through Klopstock, Wieland and Lessing to the literary figures of the *Sturm und Drang*. *Given in the spring semester in alternate years. To be given in 1974-1975. Prerequisite: 236 or the equivalent, or permission of the instructor.*

305. THE AGE OF GERMAN CLASSICISM A study of the writings of Goethe and Schiller and of the era in which they lived. *Given in the fall semester in alternate years. To be given in 1975-1976. Prerequisite: 236 or permission of the instructor.*

307. THE AGE OF ROMANTICISM A study of German romanticism including the theoreticians and philosophers of the movement, the major genres and writers of the period. *Given in the fall semester in alternate years. Prerequisite: 234 or the equivalent, or permission of the instructor.*

308. GERMAN PROSE AND POETRY FROM REALISM THROUGH EXPRESSIONISM A study of the movements and writers of Germany from Heine and Grillparzer through realism and naturalism (including Keller, Meyer, Storm, Fontane, Hauptmann), to the first decades of the twentieth century. *Given in the fall semester in alternate years. To be given in 1975-1976. Prerequisite: 236 or the equivalent, or permission of the instructor.*

309. THE DRAMA OF THE NINETEENTH CENTURY A study of the main dramatists and dramatic movements of the nineteenth century, including Kleist, Grillparzer, Grabbe, Büchner, Hebbel, the early Hauptmann, young Wedekind and Hofmannsthal. *Given in the fall semester in alternate years. To be given in English in 1974-1975. Majors and minors are required to do primary reading in German and take an additional seminar hour conducted in German. Prerequisite: permission of the instructor.*

311, 312. MODERN GERMAN PROSE AND POETRY German prose and poetry from about 1900 to the present, including writings by Rilke, Mann, Hesse, Kafka, Böll, Grass, as well as more contemporary writers. *Given in alternate years. To be given in 1974-1975. German 312 to be offered in English. Majors and minors are required to do primary reading in German and take an additional seminar hour conducted in German. Prerequisite: permission of the instructor.*

313. MODERN GERMAN DRAMA A study of movements in twentieth century German drama from expressionism to the contemporary scene, including the dramatists Hauptmann, Wedekind, Kaiser, Brecht, Frisch, Dürrenmatt, as well as more contemporary writers. *Given in the spring semester in alternate years. To be given in English in 1975-1976. Majors and minors are required to do primary reading in German and take an additional seminar hour conducted in German. Prerequisite: permission of the instructor.*

314. SEMINAR IN GERMAN LITERATURE AND/OR LANGUAGE A thorough investigation of a significant figure or major development in German literature or an extensive examination of selected aspects of the German language, chosen at the discretion of the instructor and in consultation with the majors, with emphasis on seminar reports and discussions. *Given in the spring semester in alternate years. To be given in 1975-1976. Prerequisite: major in German or permission of the instructor. One-half or full course.*

Russian

101-104. ELEMENTARY RUSSIAN Study and intensive application of the grammar: phonetics, morphology, syntax. Initial emphasis given to achieving oral competence, later to include graded reading and composition.

116. INTERMEDIATE RUSSIAN Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics. *Prerequisite: 104 or the equivalent.*

231, 232. RUSSIAN CONVERSATION AND COMPOSITION Practice in the techniques and patterns of everyday conversation, especially as these reflect the different cultural orientation. Reading and discussion of short works by well-known Russian authors. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

*233, 234. MASTERPIECES OF RUSSIAN LITERATURE Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

352, 353. RUSSIAN LITERATURE IN TRANSLATION An introduction to Russian literature, presenting its development from the earliest period to the present. Special attention will be given to works of social, political, and religious significance within the historical context. *Offered in alternate years. To be given in 1974-1975.*

354. THE WORKS OF TOLSTOY AND DOSTOYEVSKY A study of the major works of Tolstoy and Dostoyevsky with a focus on art as a reflection of the author's interaction with his environment. *Offered in alternate years. To be given in 1975-1976. Conducted in English.*

355. SURVEY OF SOVIET LITERATURE A study of Soviet literature from Gorki to contemporary authors, with an emphasis on political trends and influences. *Offered in alternate years. To be given in 1975-1976. Conducted in English.*

NOTE: For requirements of major and minor see page 85.

LINGUISTICS

101. INTRODUCTION TO LINGUISTICS The elements of descriptive and comparative linguistics (illustrated in discussion and exercises involving non-Western corpora) and a sketch of schools and trends in modern linguistics.

SPANISH AND ITALIAN

Professor Angiolillo

Associate Professor Fox, and Martínez-Vidal, *Chairman*

Assistant Professors Draper*, Petrucelli, and Suris

Instructor G. Jarvis

Spanish

101-104. ELEMENTARY SPANISH An intensive study of the fundamentals of Spanish grammar, with special attention given to pronunciation and oral expression. Composition, and literary and cultural readings.

115. INTERMEDIATE READINGS IN SPANISH Readings with attention to translation as well as to the mastery of problem areas in the grammar. *Prerequisite: 104 or the equivalent.*

116. INTERMEDIATE SPANISH Introduction to conversation and composition with complementary readings. (Particularly recommended for students planning advanced studies in Spanish.) *Prerequisite: 104 or the equivalent.*

231, 232. SPANISH CONVERSATION AND COMPOSITION Careful attention to grammar and style as seen in short stories and articles and in compositions written on a periodical basis by the students. Advanced practice in the oral aspects of the language based on everyday situations. Supplementary oral drill through the use of the language laboratory. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

233. INTRODUCTION TO HISPANIC LITERATURE This course offers an overview of the main periods and concepts in the literature of the Hispanic World as well as an introduction to the methods and terminology of literary criticism. A number of literary texts are selectively introduced to illustrate both cultural and literary trends. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

234. SPANISH LITERATURE FROM ROMANTICISM TO THE PRESENT A survey of nineteenth and twentieth Century Peninsular Literature. *Prerequisite: either 231, 232, or 233 or the equivalent, with a grade of at least C.*

236. MASTERPIECES OF SPANISH AMERICAN LITERATURE Reading and discussion of representative works of Spanish American Literature from the colonial period to the present, with an emphasis on the twentieth century. *Prerequisite: 233 or the equivalent.*

290. TOPICS IN HISPANIC STUDIES Study of significant cultural, literary as well as historical topics concerning the Spanish-speaking world. Specific topics to be announced before registration. *Prerequisite: permission of the instructor. One-half or full course.*

* On leave, 1974-1975.

341. ASPECTS OF SPANISH CIVILIZATION A study of general historical and literary trends in the development of Spanish civilization. Oral and written reports concerning some cultural facets. *Prerequisite: 231 or 232 or the equivalent.*

343. THE CULTURE AND CIVILIZATION OF LATIN AMERICA TO 1825 A study of Latin-American history and culture from its beginnings to the end of the wars of independence. Study of the process of the discovery, conquest and colonization of Latin-America, the colonial system and its influence in the formation of the Latin-American character. Analysis of the development and characteristics of the independence movements. *Given in alternate years. To be given in 1974-1975. Conducted in English.*

344. THE CULTURE AND CIVILIZATION OF LATIN AMERICA SINCE 1825 Study of the formation of the Latin-American countries and of the main cultural, political, social and economic factors which have influenced their development since the achievement of independence. Emphasis on the historical and cultural significance of 20th Century developments beginning with the Mexican Revolution. *Given in alternate years. To be given in 1974-1975. Conducted in English.*

352. SPANISH RENAISSANCE AND BAROQUE CULTURE, LITERATURE, PROSE AND POETRY A study of sixteenth and seventeenth centuries and the important writers which they produced, especially Garcilaso de la Vega, Cervantes, Gongora, and Quevedo. *Offered in alternate years. To be given in 1974-1975. Prerequisite: 233 or 234, or permission of the instructor.*

353. SPANISH BAROQUE CULTURE, LITERATURE, DRAMA A study of 17th Century and the important dramatists which it produced, especially, Lope de Vega, Tirso de Molina, and Calderon. *Course taught in English and Spanish. Offered in alternate years. To be given in 1975-1976. Prerequisite: 234 or the equivalent.*

357. THE GENERATION OF 1898 Reading and discussion of selected works by the outstanding writers of this period: Unamuno, Valle-Inclán, Baroja, Azarín, Machado and others. *Given in alternate years. To be given in 1975-1976. Prerequisite: 234 or the equivalent.*

358. CONTEMPORARY SPANISH LITERATURE Reading and discussion of representative contemporary novels, plays, and poetry. *Given in alternate years. To be given in 1975-1976. Prerequisite: 234 or the equivalent.*

372. CONTEMPORARY SPANISH AMERICAN LITERATURE An in-depth study of important twentieth century works, with an emphasis on the new Spanish American novel since 1945. *Given in alternate years. To be given in 1974-1975. Prerequisite: 233 or permission of the instructor.*

382. SEMINAR IN SPANISH LITERATURE A thorough investigation of major figures or important literary trends in Hispanic Literature which was not covered by the majors in previous courses. The majors will work on a semi-independent basis with a

particular instructor and will present reports to the seminar and participate in subsequent discussions. *Prerequisite: a major or minor in Spanish or special permission of the instructor.*

Italian

101-104. ELEMENTARY ITALIAN An intensive study of the fundamentals of Italian grammar, with special attention given to pronunciation and oral expression. Composition, and literary and cultural readings.

116. INTERMEDIATE ITALIAN Introduction to conversation and composition with complementary readings. *Prerequisite: 104 or the equivalent.*

250. STUDIES IN ITALIAN LITERATURE Reading and discussion of masterpieces of Italian Literature. *Prerequisite: 116 or the equivalent.*

MAJOR: Nine courses, numbered 231 and above (including, for French, 290 for those planning to teach; for Spanish, 233, 341 and 343 or 344; and for German, 236 and normally 305, 314 and two of the following: 301, 304 and 307), at least eight of which must be in the Department and in the language of the major. The course that is taken outside the language of the major must be approved by the language section involved.

MINOR: Five courses numbered 231 or above, including 231 or 232 (either of which may be waived by special permission of the Department).

NOTE: To elect a major, a student must have attained an inclusive average of at least 2.00 in all French, German, or Spanish courses taken in college.

MUSIC

Associate Professors Bullard, and Posey, *Chairman*
Assistant Professor Petty

Courses in music are offered in the belief that music is an essential aspect of man's personal, social, and cultural evolution, being manifestations and reflections of his best thought throughout the ages. The art of music is considered in terms of its participation in the intellectual and spiritual life of man. Instruction in music is available both to students whose interest is of a general nature and to those who anticipate graduate or professional study. The offerings of the department are designed to enable students to follow a balanced and coordinated program of study in the basic disciplines of music through training in music theory, acquaintance with music's history and literature, performing experience through participation in vocal and instrumental ensembles, and individual instruction in applied music.



101, 102. HISTORY OF MUSIC An introductory course in music designed to train students in intelligent listening through discussion and analysis of selected representative works from plainsong through contemporary music. The primary objective of the course is to provide the student with such knowledge and understanding that may lead to an intelligent lifelong interest in music.

103, 104. PIANO PROFICIENCY I This course, open to all students and required of all music majors, is designed to equip the musician with the ability to read music of various styles at the piano. Exercise in playing keyboard music, harmonization and improvisation will be given. *One-half or one course each semester. Open to majors only. This course does not count toward fulfillment of distribution requirements.*

113-114. APPLIED MUSIC INSTRUCTION I Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level. *One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.*

*205, 206. INTRODUCTION TO THE THEORY OF MUSIC A survey of the elementary materials of music. The student is acquainted with some fundamental means of organizing these materials through firsthand contact with simple problems in melodic, contrapuntal, and harmonic techniques. *Prerequisite: permission of the instructor.*

213-214. APPLIED MUSIC INSTRUCTION II Open to students who demonstrate by audition a basic technique, and who should continue instruction on the intermediate level. *May be repeated for credit with the permission of the instructor. One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.*

*225, 226. HARMONY An introduction to the basic elements of harmony by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. *Prerequisite: permission of the instructor.*

301. TWENTIETH-CENTURY MUSIC A survey of the major trends in music during the twentieth century. *Open to sophomores with the permission of the instructor. Given in alternate years.*

302. HISTORY OF OPERA A survey of operatic literature from its inception to the present. *Open to sophomores with permission of the instructor.*

303. INSTRUMENTAL MUSIC A discussion of selected topics in instrumental music, e.g., symphonic literature, chamber music, and keyboard literature. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with permission of the instructor.*

304. VOCAL MUSIC A discussion of selected topics in vocal music, e.g., choral literature and history of the art song. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with permission of the instructor.*

305. BIOGRAPHICAL STUDIES A study of the life and works of a major composer, e.g., Bach, Beethoven, Mozart, or Bartók. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with permission of the instructor.*

313-314. APPLIED MUSIC INSTRUCTION III Open to students who demonstrate by audition a fully developed technical skill and who should continue study on the advanced level. *May be repeated for credit with the permission of the instructor. One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.*

345, 346. COUNTERPOINT Study of the contrapuntal practice of several polyphonic periods, emphasizing analysis and written exercises. *Prerequisite: 226.*

351. SEMINAR IN MEDIEVAL AND RENAISSANCE MUSIC Study of the principal styles and forms of music from plainsong to ca. 1600. *Given in alternate years. To be offered in 1974-1975. Prerequisite: 226.*

352. SEMINAR IN BAROQUE MUSIC Study of the principal styles and forms of music from 1600 to 1750. *Given in alternate years. To be offered in 1974-1975. Prerequisite: 226.*

353. SEMINAR IN CLASSIC AND ROMANTIC MUSIC Study of the principal styles and forms of music from ca. 1750 to ca. 1900. *Given in alternate years. To be offered in 1975-1976. Prerequisite: 226.*

354. SEMINAR IN TWENTIETH CENTURY MUSIC Study of the principal styles and forms of music from ca. 1900 to the present. *Given in alternate years. To be offered in 1975-1976. Prerequisite: 226.*

413-414. REPERTORY AND PERFORMANCE The purpose of this course is to acquaint the advanced student with a broad selection of the repertory for his voice or instrument, and to prepare him to perform a program in spring semester which demonstrates his understanding of several musical periods and styles. *Prerequisite: Music 101 and 102, Music 313 and 314. Open to seniors with the permission of the Music Department upon recommendation of the instructor.*

495, 496. SENIOR SEMINAR Studies in composition, music history, and advanced theory, conducted through regular conferences and assigned writing. Open to seniors majoring in music who have demonstrated their ability to pursue independent research in at least two courses from this group: 351, 352, 353, 354. *Prerequisite: permission of the chairman of the department.*

COLLEGE CHOIR A mixed choir open through audition to everyone in the college community. Several major choral works are performed each year at Dickinson and at other colleges. *Prerequisite: permission of the director. Noncredit.*

CHAPEL CHOIR This ensemble, carefully selected for vocal potential and musicianship, offers sacred music for the college chapel worship each Sunday and presents special programs on tour and with the College Choir. *Prerequisite: permission of the director. Noncredit.*

THE COLLEGIUM MUSICUM A small, select group of singers drawn from the student body and faculty for the purpose of studying and performing masterpieces composed for small ensembles. *Prerequisite: permission of the director. Noncredit.*

THE COLLEGE-COMMUNITY ORCHESTRA Open to students at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature. *Prerequisite: permission of the director. Noncredit.*

MAJOR: ten courses, including 101, 102, 225, 226, 345, 346, and four additional courses numbered above 350. Proficiency in piano is required.

MINOR: six courses, including 101, 102, or 205, 206, and 225, 226 and two additional courses from the following group: 345, 346, 351, 352, 353, and 354.

NOTE: Students planning to major in music should complete 225-226 during their sophomore year. A knowledge of French and German is necessary for graduate study in music.

PHILOSOPHY

Professor Ferré*

Assistant Professors Dwiggins, *Chairman*, and Levinson

Instructor M. P. Davis

Courses in philosophy teach students how to think critically and coherently about some of the most fundamental problems of life and the universe. Important answers to these problems are examined both for their cultural, historical importance and for their value in aiding each student form his own philosophic ideas. Majors in philosophy are offered a central liberal arts education which, in addition to its intrinsic value, can provide, with appropriate related work, excellent preparation for graduate study and teaching in several fields and the basis for careers in such areas as the law, the ministry, or in policy-making positions of many kinds.

111. PROBLEMS OF PHILOSOPHY An introduction to philosophy through a critical examination of key problems such as the nature of knowledge, the criteria for truth, the relation of mind and body, the existence and nature of God, the basis of moral judgments, and the nature of art. The problems will be presented through selected primary sources.

* On leave, 1974-1975.

121. GENERAL LOGIC An introduction to philosophy through an examination of the principles and conditions of correct thinking. Through a study of selected philosophical and everyday arguments, attention is focused on the relation of language to facts and concepts, the criteria of valid reasoning, and the detection of fallacies. The Aristotelian syllogism will receive special attention.

122. SYMBOLIC LOGIC An introduction to philosophy through an investigation of contemporary techniques and theories of valid reasoning. Emphasis is placed on propositional and quantificational logics, utilizing natural deduction methods.

132. ETHICS An introduction to philosophy through a critical examination of the major ethical theories, with emphasis on the attempt to determine the status of moral values as objective or subjective, absolute or relative.

230. PHILOSOPHY OF RELIGION An attempt to understand religion through the application of philosophic methods, including a critical examination of possible solutions to some persistent religious problems such as the existence of God, religious knowledge, the problem of evil, free will, and immortality. *Prerequisite: any 100-level course, major standing in religion or permission of the instructor.*

231. PHILOSOPHY OF ART A philosophical investigation of the meaning of art, including a critical examination of important modern and classical theories. *Prerequisite: any 100-level course or permission of the instructor.*

232. PHILOSOPHY OF SOCIETY An investigation into the ontology of history and society. Topics may include the conflict between freedom and order, the social nature and justification of values, the philosophy of dialectical materialism and its critics. *Prerequisite: any 100-level course, major standing in the social science division or permission of the instructor.*

233. PHILOSOPHY OF SCIENCE An attempt to understand sciences as one of mankind's great intellectual creations. Emphasis is placed on the conceptual structures and methods used in scientific thinking, the relations between the particular sciences, and the logical character of scientific laws, theories, and presuppositions. General questions about knowledge, values, and ultimate beliefs are also explored in relation to the procedures and findings of the sciences. *Prerequisite: any 100-level course or major standing in the natural sciences or psychology or permission of the instructor.*

241. ANCIENT AND MEDIEVAL PHILOSOPHY From Hesiod to Ockham. An interpretation of the development of Western Philosophy from its roots in mythic consciousness, with emphasis on the interplay of language and experience in Greek thought and the role of reason in the medieval synthesis. Primary sources include texts from the Presocratics, Plato, Aristotle, and Aquinas. *Prerequisite: any 100-level course or permission of the instructor.*

242. SEVENTEENTH AND EIGHTEENTH CENTURY EUROPEAN PHILOSOPHY From Galileo to the French Revolution: Europe's attempt to come to terms with the new science and with the newly emerging bourgeois nations. The leading ideas in the century of genius and the age of enlightenment, with particular emphasis



on the problem of attaining certain knowledge and a just society. Primary sources include: Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant. *Prerequisite: any 100-level course or permission of the instructor.*

243. AMERICAN PHILOSOPHY Philosophies shaping and shaped by the beliefs and practices of the American peoples. Puritans; federalists and Jeffersonians; transcendentalists; the Ohio and St. Louis Hegelians; social darwinists; pragmatists; process thinkers; linguistic analysts. *Prerequisite: any 100-level philosophy course.*

244. ORIENTAL PHILOSOPHY A study of selected philosophical traditions and thinkers of the Orient. Examples will be chosen with the intent to illustrate and clarify the major problems and characteristics of Oriental philosophy. *Prerequisite: 100-level philosophy course, or permission of the instructor.*

341. NINETEENTH CENTURY WESTERN PHILOSOPHY A critical examination of the development of philosophical thought in the nineteenth century, with special attention to the European tradition from Hegel to Nietzsche. *Prerequisite: 241 and 242, or permission of the instructor.*

342. TWENTIETH CENTURY WESTERN PHILOSOPHY A study of the present philosophical situation with emphasis on recent forms of pragmatism, analysis, existentialism, and process thought. *Prerequisite: 241 and 242, or 341, or permission of the instructor.*

352. THEORIES OF KNOWLEDGE Advanced studies in various theories of knowledge, with emphasis on contemporary expressions of great historical traditions. *Prerequisite: Philosophy 230, 231, 232, or 233.*

353. THEORIES OF VALUE Advanced studies in aesthetic, ethical, and religious phenomena, and the values they are asserted to embody. *Prerequisite: Philosophy 230, 231, 232, or 233.*

354. THEORIES OF REALITY Advanced studies of various theories of ultimate reality, with emphasis on modern expressions of great historical traditions, including views on the nature of the metaphysical enterprise itself. *Prerequisite: Philosophy 230, 231, 232, or 233.*

355. THEORIES OF HISTORY An inquiry into the speculative philosophies of history which have significantly influenced the shape of Western thought; an analysis of their nature and methodological principles; an evaluation of their scope, function, and legitimacy. *Prerequisite: Philosophy 230, 231, 232, 244, or a major in History.*

391. SEMINAR A reading and conference course in advanced topics in philosophy. *Prerequisite: permission of the chairman of the department.*

SYMPOSIUM Monthly informal discussion on selected topics of mutual interest. Attended by all members of the philosophy faculty. *Open to majors in philosophy, and to others by invitation. Noncredit.*

MAJOR: nine courses including either 121 or 122; 241; 242; and at least four 300-level courses.

MINOR: six courses.

PHYSICS AND ASTRONOMY

Professors Long, and Sia

Associate Professors K. Laws, P. Laws, Luetzelschwab, Smith*, and Wolf,

Chairman

Assistant Professor Deutschman

The program in physics and astronomy serves both those who desire intensive training in physical science and those who have an interest in science as an important part of a liberal education. It aims to give the student an insight into the fundamental laws of nature and some facility in the mathematical language in which they are expressed. Students may major in physics as a preparation for further professional study in physics or engineering, for secondary school science teaching, or for other careers in which a background in physical science is valuable.

Prospective majors in physics and engineering should take Physics 131, 132 and Math 131, 132 in their freshman year. Students who have taken advanced placement examinations should consult the chairman of the department regarding appropriate placement. Physics 111, 112 is primarily for premedical students and for non-science students electing physics to satisfy the one year laboratory science distribution requirement.

107, 108. ASTRONOMY Introduction to the modern concepts of the physical nature of the astronomical universe. First semester: historical development of astronomical ideas and origin and evolution of the solar system. Second semester: cosmology and

* On leave, 1974-1975.

the structure and evolution of the stars and galaxies. A terminal non-laboratory course for non-science students. Three hours classroom. *Please read Note 1.*

107 and 108 will not satisfy the one year laboratory science distribution requirement. 107 or 108 will, however, count as the third required course in Distribution III, Group (2) for candidates for the B.A. degree who have met their laboratory science requirement in Biology, Chemistry, Geology, or Environmental Science.

109, 110. ASTRONOMY Similar to 107, 108 except that it includes one two-hour laboratory a week. This course will meet the one year laboratory science requirement for candidates for the B.A. degree. It does not count towards major requirements in Physics. *Please read Note 1.*

*111, 112. ELEMENTARY PHYSICS Mechanics, heat, sound, light, electricity and selected topics in modern physics. This course is intended primarily for B.A. and pre-med students. Three hours classroom and one two-hour laboratory a week. *This course will meet the one year laboratory science requirement for candidates for the B.A. degree. Please read Note 2.*

*131, 132. GENERAL PHYSICS I A more analytical study than Physics 111, 112, making use of the elementary calculus, designed for mathematics and physical science majors. During the first semester special emphasis is placed on particle mechanics, conservation principles, rotational dynamics, wave motion and sound, heat and thermodynamics. The second semester topics include basic concepts in electricity and magnetism, and physical optics. Three hours classroom and one three-hour laboratory a week. *Prerequisite: Mathematics, 131, 132 or 141, 142 or concurrent registration therein. Please read note 2.*

202. METEOROLOGY The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. *Prerequisite: Physics 111 or 131.*

206. ASTRONOMY OF STELLAR SYSTEMS A study of the physical and mathematical tools used in obtaining knowledge of the universe either within or beyond the limits of the solar system. Three hours classroom a week. *Prerequisite: 112 or 132; Mathematics 132 or 152.*

231. MODERN OPTICS Waves and physical optics, special relativity, laser optics and holography, introductory atomic structure. Three hours classroom a week. *Prerequisite: 112 or 132.*

232. MODERN PHYSICS Atomic and nuclear structure and its relationship to the properties of other systems such as fluids and solids; nuclear decay, interaction of atomic radiation with matter, and elementary particles. Three hours classroom a week. *Prerequisite: 112 or 132.*

235. MODERN OPTICS LABORATORY Experiments in classical and modern optics including laser optics and holography, the photographic process, and grating spectroscopy. Four hours laboratory a week. *Prerequisite: 231 or concurrent registration therein. One-half course.*



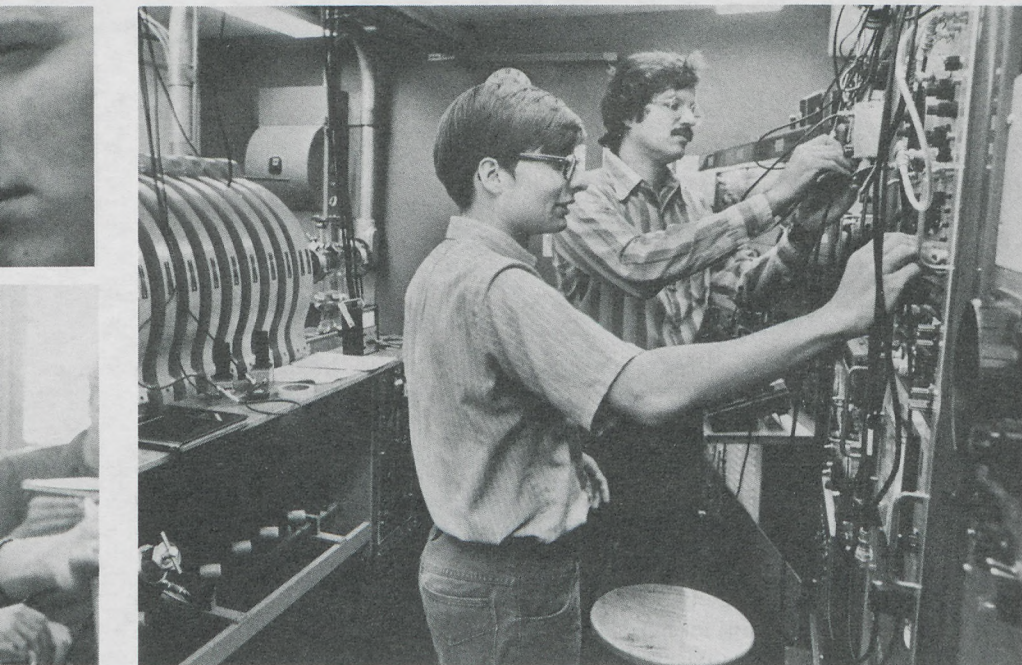
236. MODERN PHYSICS LABORATORY Experiments in atomic and nuclear structure according to the interests and needs of the students. Four hours laboratory a week. *Prerequisite: 232 or concurrent registration therein. One-half course.*

*311, 312. ANALYTICAL MECHANICS AND WAVE MOTION Elementary vector analysis, statics. Particle mechanics including central field motion, free and forced harmonic oscillations including damping; rigid body mechanics with an introduction to advanced dynamics. Elastic waves and wave motion. Three hours classroom a week. *Prerequisite: 132 or 112 with permission of the chairman of the department; Mathematics 252.*

*331, 332. ELECTRICITY AND MAGNETISM Basic laws of electricity and magnetism. Properties of the edectromagnetic field, interaction of the field with charges and currents, dielectric and magnetic media. Solutions of Maxwell's equations in matter and free space, reflection and refraction of waves, and guided waves. Laboratory work as appropriate in 332. *Prerequisite: 132 or 231; Mathematics 231.*

*341, 342. MATHEMATICAL PHYSICS Advanced vector analysis and matrix methods. Ordinary and partial differential equations of physics. Initial value and boundary value problems. Green's functions, spherical harmonics, and other special methods. *Prerequisite: 132; Mathematics 252.*

351. EXPERIMENTAL PHYSICS Physical electronics: emphasis is placed on the models of semiconductor processes, and on semiconductor devices and circuits. Two hours classroom and one four-hour laboratory a week. *Prerequisite: 132 or 232; Mathematics 132 or 152.*



361. TOPICS IN MODERN PHYSICS Topics in physical optics and modern physics according to interests and needs of students. *Prerequisite: 232, Mathematics 231, or permission of the instructor.*

362. THERMODYNAMICS AND STATISTICAL MECHANICS Classical and quantum statistical mechanics and thermodynamics with applications to physical systems. *Prerequisite: 232, Mathematics 231, or permission of the instructor.*

391, 392. PHYSICS SEMINAR Recommended for all students engaged in honors in physics. Study and discussion of topics in modern physics of mutual interest to students engaged in honors and independent study. One afternoon a week. *Prerequisite: registration in a 500 course. One-half course.*

431, 432. TOPICS IN THEORETICAL PHYSICS Topics to be selected from the following areas: advanced dynamics, special and general relativity, applications of quantum mechanics to atomic, nuclear, and solid state physics. *Prerequisite: 311, 341, or permission of the instructor.*

MAJOR: nine courses, including 231, 232, 311, and 331. Physics 351 is recommended.

MINOR: six courses.

NOTE 1: Because of the similarity in course content, students will not receive graduation credit for both 107 and 109 or for both 108 and 110.

NOTE 2: Because of the similarity in course content, students will not receive graduation credit for both 111 and 131 or for both 112 and 132.

POLITICAL SCIENCE

Professors Andrews, Flaherty*, Nilsson, *Chairman*, and Rosi
Assistant Professors Nicoll and Johnstone
Instructor Friedman

The Department of Political Science uses theoretical, empirical, and normative methods to analyze political systems and processes. Together with the mastery of facts, such analytical habits should equip students—whether their future goals are law or graduate school, government service, business, or journalism—to form and sustain considered views, to recognize biases in themselves and others, and to make judgments based on something more enduring than current fashion.

101. INTRODUCTION TO POLITICAL SCIENCE An introduction to some of the major areas, and problems and alternative perspectives of the discipline. *Intended as a general, introductory course in politics for those who do not intend to major in political science.*

201. INTRODUCTION TO POLITICAL PHILOSOPHY A course in political ethics which acquaints the student with the importance of analytical and normative political thought by focusing on particular issues or concepts in political philosophy. *Required of all Track 1 majors.*

211. AMERICAN GOVERNMENT A basic, introductory course in American federal government which emphasizes its structure and operation, as well as modern methods of analysis. Special attention is given to the executive, legislative, and judicial processes. *Required for all Track 1 majors.*

230. THE CITY Major concerns are the city as a frontier, the city as people, the city as plan, problems of urban politics, problems of society.

240. INTERNATIONAL RELATIONS The distribution of power among nations, the components of that power, the tools available for its pursuit and the use made of them are the major divisions of this course. *Required of all Track 1 majors.*

243. STATE AND LOCAL GOVERNMENTS A study and analysis of state and local governments with particular emphasis on administrative problems. Selected state and municipal officials are invited to address the class on problems with which they are often confronted. Attention is given to pressures exerted on community leadership.

290. POLIMETRICS AND RESEARCH A survey of quantitative and other techniques used in political and social research. Students learn to use documents and to perform content analysis and to employ various statistical skills. They will also use legal research techniques and material. The course is offered by the department collectively with one professor designated as course coordinator. *The course is strongly recommended for pre-professional students and for prospective graduate students in the social sciences.*

* On leave, 1974–1975.

335. PUBLIC ADMINISTRATION An analysis of the organization and functioning of the national bureaucracy in the light of the problem of executive responsibility in a democratic society. Special attention to the office of the Presidency, independent regulatory agencies and bureaucratic pathology, fiscal and personnel administration, and administrative lawmaking. *Prerequisite: 211 or permission of the instructor.*

341. AMERICAN POLITICAL THOUGHT The development of political ideas in America, stressing foreign influences on early colonial thought and those influences indigenous to the growth of American democracy. Colonial political ideas, the development of the Constitution, the Federalist Papers, state rights philosophy versus centralized government, and contemporary interpretations are other questions dealt with. *Prerequisite: an introductory course in political theory or permission of the instructor; History 217, 218 is recommended.*

345. CONSTITUTIONAL LAW I An analysis of the Constitution as the fulcrum of the political system and as the ultimate legitimizing instrument available to political forces competing to adapt the legal order to their fundamental needs. Special attention is given to the role of the Supreme Court and the process of judicial review. *Prerequisite: 211 or permission of the instructor.*

346. CONSTITUTIONAL LAW II Stresses trends and developments in civil liberties, with particular emphasis on the Supreme Court's interpretation and application of the "equal protection" and "due process" clauses of the Fourteenth Amendment from the early 1950's to the present. Individually-selected special topics will be used as an integral part of the course. *Prerequisite: 211 or permission of the instructor.*

347. POLITICAL MODERNIZATION. Peasant communism, urban liberalism and national fascism are studied as alternative responses to traditional authority's breakdown under the stress of social change. The limits and utility of each are examined through the experience of selected nations. *Prerequisite: 240 or permission of the instructor.*

348. ASIAN GOVERNMENTS AND POLITICS A comparison of India and the People's Republic of China: ecology, traditional cultural themes, the great issues of politics, problems of economic development and international relations. *Prerequisite: 240 or permission of the instructor. Not offered 1974-1975.*

350. INTERPRETATION OF COMMUNIST THEORY An examination of the political philosophy of Karl Marx, Lenin, Trotsky, and others within the tradition of Marxist scholarship and politics. *Prerequisite: Political Science 201 or permission of the instructor.*

353. EVOLUTION OF POLITICAL THOUGHT An analysis of the political ideas of selected Western and non-Western cultures exhibiting pre-industrial socioeconomic conditions. Emphasis will be placed upon recurrent themes and issues in political life and the contemporary relevance of pre-industrial thought to current politics and social philosophy. *Prerequisite: Political Science 201 or permission of the instructor.*

354. RECENT POLITICAL THOUGHT An analysis of the political doctrines of industrialized cultures. Mercantile liberalism, nationalism, colonialism, fascism are among the concepts examined. *Prerequisite: Political Science 201 or permission of the instructor.*

355. POLITICAL BEHAVIOR Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Included are leading conceptual approaches, such as groups, power, elites, and decision-making, illustrated by voting studies, class surveys, and other indices of contemporary trends. *Prerequisite: 211 and one course in psychology or sociology, or permission of the instructor.*

356. PUBLIC OPINION AND PROPAGANDA The nature, formation, and manipulation of public opinion in a democratic society. Included are an analysis of mass communication (press, television, and film) from the McLuhan and behavioral perspectives, propaganda techniques and effects in both democratic and authoritarian societies, and problems of public opinion polling. *Prerequisite: 211 and one course in sociology, or permission of the instructor.*

357. POLITICAL PARTIES AND PRESSURE GROUPS A study of the functions, structures, and operations of American political parties and pressure groups. *Prerequisite: 211 or permission of the instructor.*

358. THE LEGISLATIVE PROCESS An analysis of the legislative branch of government, especially the national Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. *Prerequisite: 211 or permission of the instructor.*

359. THE AMERICAN PRESIDENCY An in-depth analysis of the nature and significance of "the Man" and "the Office," including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency. *Prerequisite: 211 or permission of the instructor.*

360. COMPARATIVE POLITICAL INSTITUTIONS European parliamentary institutions are analyzed as alternative liberal-democratic systems. Particular attention is paid to the British Cabinet form, the French Presidential form, the Italian Immobilist form, and to the German Federal form. *Prerequisite: 240 or permission of the instructor.*

363. THE BLACK EXPERIENCE IN THE AMERICAN POLITICAL SYSTEM A survey course analyzing the experience of Black people in the American political system. Contemporary political issues confronting the Black community will be discussed in light of its history and the nature of the American political system. *Given in alternate years. Prerequisite: 211 or permission of the instructor.*

366. MARXIST POLITICAL AND SOCIAL ORGANIZATION An analysis of Eastern European and Soviet political organization and modernization. *Prerequisite: 240 or permission of the instructor.*

370. FORMULATION OF AMERICAN FOREIGN POLICY An analysis of the methods by which foreign policy is formulated and executed as well as the study of American programs and problems in the major areas of the world. Policies concerning disarmament, economic and military aid, and the United Nations are also considered. *Prerequisite: 240 or permission of the instructor.*

375. AMERICAN NATIONAL SECURITY POLICY The objective of the course will be to analyze the formulation and implementation of American national security policy within the context of American society and the international system. National Security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society. *Prerequisite: 240 or 211 or permission of the instructor.*

395, 396. STUDIES IN MODERN EUROPEAN POLITICS To be offered only in Bologna.

490. SEMINAR A seminar in selected topics in Political Science. *Open to sophomore, junior and senior majors and to others by invitation.*

MAJOR: Three tracks are available to the Political Science major.

Track 1 is made up of nine courses including 201, 211, 240 and a 490 seminar. The introductory courses in the fields of theory, American government and foreign government and international relations are prerequisites to advanced work in those component fields.

Track 2 allows the major to select any nine courses (including a 490 seminar) with the approval of two departmental advisors.

Track 3 is the tutorial major meant for the clearly superior student who is interested in acquiring a comprehensive familiarity with the literature of the field of Political Science.

TUTORIAL MAJOR: The student works primarily under the guidance of one member of the department by mutual agreement. Together, they devise a program of study which involves, minimally, regular meetings for the writing of essays and papers and for discussion. The fields of Political Science to be dealt with are agreed upon by the department in conjunction with the tutor and the student at the time the program is initiated.

Normally the program begins no sooner than the student's third semester.

There is no interference with College distribution requirements or with taking non-Political Science courses.

The student is free to take one or some courses in Political Science; to take them as audits, pass/fail, or for a letter grade. The only specific Political Science course requirement in this major is a 490 seminar in order that the student have the experience of working with his peers on a jointly researched topic.

The student portfolio will contain samples of essays and other work and evaluations by the tutor and by other instructors as appropriate.

In the spring semester of the senior year, the student is required to sit for a com-

prehensive examination in both written and oral form to be administered by the department. The examination will deal with the fields of Political Science alluded to above. Changes in the fields to be included may be made with departmental approval up to and including the seventh semester. Normally, one-quarter of the final semester is given over to preparation for this comprehensive examination.

One reexamination in one or more fields may be permitted within the calendar year.

The grade assigned will be pass, fail or pass with departmental honors.

PASS/FAIL OPTIONS FOR MAJORS (Please also see pages 141 and 142)

Track 1 majors: With the exception of 201, 211, 240 and 490, any three major courses may be taken pass/fail.

Track 2 majors: With the exception of 490, any three major courses may be taken pass/fail.

Track 3 majors: The comprehensive nature of the tutorial enables the tutor and the student to plan a program following the College pass/fail requirements.

NOTE 1: Track 3 is available to members of the Class of 1977 and succeeding classes.

NOTE 2: Majors may apply to spend one semester of their junior year in Washington, D.C. in the Washington Semester at American University specializing in domestic political studies. Majors may also apply to spend their sophomore, or junior year in Bologna, Italy as participants in the Bologna Program specializing in European studies and international affairs.

PSYCHOLOGY AND EDUCATION

Professors Alexander*, Coslett**, *Chairman*, James, and Wanner

Associate Professor Hartman

Assistant Professors Cavenagh, M. L. Davis, Kohut, Walsh, and Engberg

Psychology

The emphasis of the psychology program at Dickinson is the accommodation of the individual patterns of interest and objectives of the students enrolled. The curriculum includes general lecture courses to familiarize the student with major areas of psychology and courses emphasizing discussion and active student involvement. These latter courses include both laboratory and field experience under critical supervision. Their purpose is to permit the student to acquire

* On leave, 1973-1975.

** On leave, Fall Semester, 1974.

the viewpoint of the discipline through the application of its theories and methods.

Students are encouraged to think through their purposes for choosing psychology as a major and to seek advice from a department member early in their program. To declare a major, a student must be able to demonstrate to the satisfaction of the Psychology Department that he has achieved a level of insight into psychological processes sufficient to indicate that advanced work in this area is warranted. The student can demonstrate his sufficiency by satisfactorily completing one course selected from the following where a minimum grade of B or recommendation by the instructor will normally be required:

- | | |
|--------------------------------|------------------------------|
| 111 Introduction to Psychology | 237 Developmental Psychology |
| 132 Personality Psychology | 276 Abnormal Psychology |
| 140 Social Psychology | |

111. INTRODUCTION TO PSYCHOLOGY A survey of the various areas of psychological study designed to acquaint students with current viewpoints, findings and techniques of investigation specific to these areas. A self-paced course consisting of twelve self-study unit assignments and tests.

132. PERSONALITY PSYCHOLOGY A survey of the major current theories of personality and the relevant empirical and clinical literature.

140. SOCIAL PSYCHOLOGY A survey of the major current theories of social behavior and the relevant findings of field and laboratory studies.

220. EXPERIMENTAL ANALYSIS OF BEHAVIOR An introduction to operant conditioning in particular and to psychological experimentation and inference in general. A self-paced course consisting of twenty unit tests, individual conferences, and five laboratory experiments. *Prerequisite: 111.*

231. EDUCATIONAL PSYCHOLOGY *Also called Education 231.* Psychological principles and practices are related to problems of classroom instruction. The course is of special relevance to the students who intend careers in teaching. *Prerequisite: 111 and Education 221.*

237. DEVELOPMENTAL PSYCHOLOGY A presentation of the principles and empirical facts of human development as related to infrahuman development and with particular attention to the methodology of empirical observation. Field studies of children supplement the classroom work.

276. ABNORMAL PSYCHOLOGY An introduction to the field which provides a valuable background for premedical students and students who contemplate careers in various social and psychological service areas. Various mental illnesses are described and techniques of diagnosis and treatment are discussed.

320. EXPERIMENTAL GENERAL PSYCHOLOGY This course explores the problems in the design, conduct, and analysis of psychological research with illustrative reference to human learning, perceptual-cognitive processes, and related areas. Students perform demonstrative experiments which exemplify some of the methodological problems normally encountered in research of this type. Two hours of classroom and four hours of laboratory a week. *Prerequisite: Psychology 111 and Mathematics 221.*

321. ADVANCED EXPERIMENTAL CONDITIONING The principal objective of this course is to develop the critical skill of the student in relating psychological theory to empirical data. Considerable emphasis is placed on expository writing which is subjected to intensive criticism and correction. The subject matter consists of advanced problems in operant conditioning with special emphasis on the areas of punishment, avoidance and escape. Two hours classroom and independent laboratory research. *Prerequisite: 220 and Mathematics 221.*

326. PHYSIOLOGICAL PSYCHOLOGY The structure and function of the nervous system are reviewed with respect to their role as variables in the behavioral processes. Two hours classroom and four hours laboratory a week. *Prerequisite: Psychology 220 and Mathematics 221.*

338. EXPERIMENTAL CHILD PSYCHOLOGY The empirical-experimental study of human development from prenatal development through adolescence. Lecture-discussion meetings are supplemented by field observation and experimentation with young children. Designed for advanced social sciences, pre-professional health sciences, and pre-law students. Two-three hours weekly in classroom with four-six hours weekly in laboratory. *Prerequisite: 220 or permission of the instructor.*

339. PRINCIPLES OF COUNSELING The theories and techniques of counseling with emphasis upon the interdependence of educational, vocational and personal problems. *Prerequisite: 111.*

361. INTRODUCTION TO CLINICAL PSYCHOLOGY An overview of clinical psychology, both as an academic discipline and as a professional art and including behavior problems encountered, their diagnosis and treatment. *Prerequisite: 220 and permission of the instructor.*

376. JUNIOR SEMINAR A reading and conference course on selected topics. *Prerequisite: permission of the instructor.*

451. HISTORY OF PSYCHOLOGY This course examines the continuous growth and interaction between thinking and empirical discovery by which the present science of psychology grew from earlier philosophies and sciences. *Prerequisite: Near completion of the major or permission of the instructor.*

461. PSYCHOLOGICAL TESTING The use of psychological tests and observational procedures in describing the behavioral organization of individuals. Supervised field work with children and adolescents supplements the lecture and discussion. *Prerequisite: 132 or 276, 237, 361 and permission of the instructor.*

462. PRACTICUM IN PSYCHOLOGY By combining readings, a seminar and direct involvement, the course is designed to familiarize the student with the practical application of psychological principles in a field work situation. Weekly seminars and individual tutorials will involve a discussion and relative psychological literature to the field work experience. *Prerequisite: senior status only and permission of the instructor.*

471. SYSTEMATIC PSYCHOLOGY I An advanced course for selected students with a strong background in experimental psychology. The sequence of topics is positivistic philosophy, review of selected topics in conditioning theory, Hull and Tolman. *Prerequisite: Permission of the instructor.*

472. SYSTEMATIC PSYCHOLOGY II An advanced course for selected students with a strong clinical background. The course will involve an intensive analysis and appraisal of current issues in personality theory mainly through the reading and analysis of primary source materials. *Prerequisite: permission of the instructor.*

481, 482. SENIOR SEMINAR Readings, reports and discussions will be employed in an examination of central problems of present-day psychology. *Prerequisite: permission of the instructor.*

MAJOR: Ten courses, including 111, 220, 451 and any course from the 320-338 sequence of advanced laboratory courses; and a demonstrated competency in statistics. (Usually Mathematics 221.)

MINOR: six courses.

Education

The teacher education program consists of (1) basic coursework, and (2) the professional semester in teacher education. Certification programs include Biology, Chemistry, Earth and Space Science, English, French, German, Italian, Latin, Mathematics, Physics, Social Studies, and Spanish. Basic coursework consists of the following courses:

Ed. 221—Social Foundations of Education

Psy. 111—Introduction to Psychology (will satisfy Division II-3 distribution requirement)

Psy. 231—Educational Psychology (Prerequisites: Ed. 221, Psy. 111)

These basic courses are prerequisites for filing application for admission to the professional semester. They are normally scheduled during the first two years of study. During the junior year, teacher education candidates make *formal* application to the Department of Education for admission to the Professional Semester in Teacher Education, either for the fall or spring semester of the senior year. Applications must be returned to the Coordinator of Teacher Education not later than the close of the fall semester.

The professional semester consists of block-scheduled, concentrated professional education courses, seminars, and clinical workshops, and full-time observation and supervised associate teaching in a nearby, cooperating public school system. It includes:

First half of semester:

Ed. 433—Educational Principles, Curriculum and Special Methods in Subject Areas

Ed. 443—Educational Evaluation (one-half course)

Ed. 451—The Use of Instructional Media (one-half course)

Second half of semester:

Ed. 461-462—Observation and Supervised Associate Teaching.

221. SOCIAL FOUNDATIONS OF EDUCATION Emphasis is on the role of the school in the social setting, the functions of schools in a changing society, community influences upon education, and the teacher's role in community and school. The historic development of the secondary school program in America is traced and compared with national systems of education in other countries.

231. EDUCATIONAL PSYCHOLOGY See Psychology 231.

433. EDUCATIONAL PRINCIPLES, CURRICULUM, AND SPECIAL METHODS IN SUBJECT AREAS Instruction in the planning, organizing, and conducting of instructional activities; in the developing of effective class management procedures; in the application of innovative pedagogical techniques; and in effectively using curricular materials and evaluative instruments. Considerable time is devoted to the specialized field in which certification is sought. *Prerequisite: 221, 231, and admission to the professional semester.*

443. EDUCATIONAL EVALUATION An introduction to evaluation principles and techniques focusing upon both teacher-constructed tests and standardized measurement instruments including testing terminology, types of instruments, selection procedures, and techniques for administering, scoring, tabulating, and interpreting test data. *Prerequisite: 221, 231, and admission to the professional semester. One-half course.*

451. THE USE OF INSTRUCTIONAL MEDIA A survey of all devices, techniques, and media available to today's educator. Attention is given to research findings and to projected developments. Students are required to prepare materials and gain experience with many media in clinical workshop sessions. *One-half course.*

461-462. SUPERVISED ASSOCIATE TEACHING AND OBSERVATION Observation and supervised associate teaching is done at nearby cooperating public secondary schools in the student's area of specialization on a full-time basis for eight weeks. This field experience is under the direction of college and public school advisory personnel. Seminars in teacher education are conducted by the coordinator, who is responsible for

assignments. Travel and personal expenses incurred are the responsibility of the student. *Prerequisite: 221, 231 and admission to the professional semester.* There is a laboratory fee of \$35.

MAJOR: This department does not offer a major in education. The student preparing to teach completes his major in another department of the College.

MINOR: six courses in departmental course work.

NOTE: Subject to the approval of the Dickinson College Director of Student Teaching and the Chairman of the Department of Psychology and Education, a matriculated Dickinson College student may enroll in and receive credit for an Elementary Education semester at a Central Pennsylvania Consortium college in lieu of the professional semester in Secondary Education at Dickinson.

RELIGION

Professors Bechtel, and Booth
Associate Professor Slotten, *Chairman*
Adjunct Professor Kaylor

Courses are designed to investigate the nature and implications of the phenomena of religion, recognizing both their relationships with other facets of human culture and their own particular characteristics. While emphasis is given to the heritage of Judaism and Christianity as peculiarly relevant to Western culture, courses in other religions are viewed as essential for an understanding of the many facets of man's religions and as a point of reference for a reflective evaluation of Western religions. A major or minor will provide and understanding, appropriate to the educated man, of a vital dimension of human activity and a background for graduate or professional education in the humanities and social sciences (e.g., medicine, law, education, social work) and in religion.

The department conceives of its offerings as structured in three areas, as follows: (1) phenomenology and history of religions—110, 111, 112, 311, 312, 313, 315; (2) history of Christian thought and institutions—121, 122, 321, 322, 324; (3) Biblical studies 131, 132, 313, 332.

Students lacking a specified prerequisite course may qualify to enter an advanced course by satisfying the instructor of mastery of a short bibliography drafted by the department to encourage independent preparation for the course.

110. WESTERN RELIGION AND CONTEMPORARY CULTURE Interpretive analyses of aspects of contemporary culture—literary, social, and institutional—from both secular and theological sources; inquiry into the dimensions of religion in culture—personal, social-ethical, and ecclesiastical.

111, 112. INTRODUCTION TO THE HISTORY OF RELIGIONS An introduction to the religions of the world, including a study of their doctrines and practices, and an inquiry into the historical and phenomenological methods of interpreting religions. 111: primitive and Asian religions; 112: religions of the ancient Mediterranean, the Near East, and Western Culture.

121, 122. INTRODUCTION TO THE HISTORY OF CHRISTIAN THOUGHT An introduction to principal themes, their origin and development; an inquiry into their meanings and into their historical, cultural, and biographical contexts. 121: ancient and medieval Christian thought; 122: reformation and modern Christian thought.

131, 132. INTRODUCTION TO BIBLICAL STUDIES An introduction to the history, literature, and thought of the Bible, including an examination of the methods of Biblical criticism and interpretation. 131: introduction to the Hebrew scriptures (the Christian Old Testament); 132: introduction to the New Testament.

311. STUDIES IN THE HISTORY OF RELIGIONS Advanced studies in the phenomenology and theory of religions. Specific topics to be announced each year. *Prerequisite: 111 or 112 or permission of the instructor.*

312. STUDIES IN THE HISTORY OF RELIGIONS Advanced studies in selected major religions. Specific topics to be announced each year. *Prerequisite: 111 or 112 or permission of the instructor.*

313. INTRODUCTION TO AMERICAN RELIGIOUS CULTURE: SPECIAL PERSPECTIVES A study of the history, institutions, and symbolical expressions of American religious culture and an investigation of the contemporary crisis of American identity and community and the problems of significant form.

315. FIGURES AND MOVEMENTS IN AMERICAN RELIGIOUS CULTURE Advanced studies in selected topics, such as The Theology of Martin Luther King and Malcolm X, or Pennsylvania Religious Sects, or The American Frontier in Symbol, Myth and Ritual. *Prerequisite: 313 or permission of the instructor.*

321. STUDIES IN THE HISTORY OF CHRISTIAN THOUGHT Advanced studies in selected men, movements, and ideas, with principal reliance on primary documents. Specific topics to be announced each year. *Prerequisite: 121 or 122 (depending on the topic), or permission of the instructor.*

322. STUDIES IN CONTEMPORARY THEOLOGY Advanced studies in selected men, movements, and ideas. Specific topics to be announced each year. *Prerequisite: 122 or permission of the instructor.*

324. CHRISTIAN ETHICS A systematic study of Christian ethics as a theoretical and practical discipline as applied to sexual, family, economic and political relations, and to racial and international structures. *Prerequisite: One course in religion or permission of the instructor.*

331. STUDIES IN THE NEW TESTAMENT Research and discussion in selected areas and problems. Specific topics announced each year. *Prerequisite: 132 or permission of the instructor.*

332. STUDIES IN HEBREW SCRIPTURES (THE CHRISTIAN OLD TESTAMENT) Research and discussion in selected areas and problems. Specific topics announced each year. *Prerequisite: 131 or permission of the instructor.*

401. COLLOQUIUM Required of all senior majors and open to selected non-majors. Format and content determined each year.

MAJOR: nine courses, including 401 and at least two courses from each of the following three groups (the remaining two courses being normally in a single area). For those wishing recommendation for graduate work in religion, the supporting course Philosophy 230.

Group A: 110, 111, 112, 311, 312, 313, 315.

Group B: 121, 122, 321, 322, 324.

Group C: 131, 132, 331, 332.

Other departments offer courses that investigate the phenomena of religion. A student may request the approval of the Religion Department to substitute up to two such other courses for the major in Religion.

MINOR: six courses, including at least one course in each of the preceding groups. At the discretion of the department, a student may substitute 401 for one of these courses.

RUSSIAN AND SOVIET AREA STUDIES

Associate Professor George Rhyne, *Coordinator*

An interdisciplinary program designed to give a varied and eclectic coverage of the Russian and Soviet areas. Presented through the Department of Economics, History, Modern Languages, Political Science, Religion, and Sociology-Anthropology.

401. INTERDISCIPLINARY SEMINAR Intended to integrate the several approaches of the Russian and Soviet Area Studies program and to provide a framework for independent study of a comparative nature. Offered cooperatively by the staff of the program. *Prerequisite: permission of the instructor.*

MAJOR: Russian 231, 232 or Russian 233, 234; History 253, 254; Russian and Soviet Area Studies 401; and four courses of the following, of which no more than two, including independent studies,* may be accredited from any numbered group:

1. History 313*
2. Political Science 350, 366, 490*
3. Economics 376
4. Russian 352, 353; 354**; 355**
5. Religion 321
6. Sociology 314

* When the topic is approved by the coordinator.

** These courses count toward the major only if specified Russian language materials are used.

MINOR REQUIREMENT A (Recommended for those who plan to pursue graduate work in the field of Russian or Soviet studies): Russian 116 (or the equivalent); History 253, 254; Russian and Soviet Area Studies 401; and three courses from the following, of which no more than two, including independent studies*, may be accredited from any numbered group:

1. History 313*
2. Political Science 350, 366, 490*
3. Economics 376
4. Russian 231, 232, 233, 234
5. Russian 352, 353, 354, 355
6. Religion 321 (b)
7. Sociology 314

MINOR REQUIREMENT B (Recommended for those who do not plan to use materials of the Program as a foundation for graduate studies): History 253, 254; Russian and Soviet Area Studies 401; two courses from among Russian 352, 353, 354, 355; and three courses from the following, of which no more than two, including independent studies,* may be accredited from any numbered group:

1. History 313*
2. Political Science 350, 366, 490*
3. Economics 376
4. Religion 321 (b)
5. Sociology 314

SOCIOLOGY-ANTHROPOLOGY

Professor Kavolis

Associate Professor Seaford**

Assistant Professors deGrys, *Chairman*, and Israel

Instructors Walker and Robarchek

Through a comparative study of the variables and the constants in human behavior, in preliterate, historical, and contemporary social orders, the department aims at developing an empirically grounded and reasonably sensitive understanding (a) of man's role in creating the conditions of his existence and (b) of the human implications of particular choices within the known range of variation in social organization and cultural values.

The Department offers separate, though overlapping, programs in Anthropology and in Sociology. Courses currently offered in Sociology are: 111, 224, 225, 301, 302, 303, 305, 314, 324, 350, 360, 380, 390. Courses currently part of the Anthropology program are: 112, 211, 230, 241, 242, 250, 306, 307, 322, 365, 375, 392 and Interdisciplinary Studies 301.

* When the topic is approved by the coordinator.

** On leave, Spring Semester, 1975.

111. **SOCIAL BEHAVIOR** Exploration of selected topics in the empirical study of the ways in which people's character and life chances are affected by social arrangements and of the activities by which these arrangements are perpetuated or changed.
112. **INTRODUCTORY ANTHROPOLOGY** A panorama of man's biological and cultural evolution. Technology, society, language, art and religion as phenomenalizations of culture. Ethnocentric awareness. Human designs in spacetime. Culture as communication.
211. **CULTURAL ECOLOGY** Anthropological approaches to the study of human adaptation. Ecosystem models. Comparative study of human and non-human adaptations. Ecology and human survival. *Given in alternate years.*
224. **PERSPECTIVES ON RACE** Race relations in the American and other societies. Afro-American history, dynamics of prejudice, pathologies of the ghetto, civil rights and Black Power movements and white reactions to them.
225. **FAMILY BEHAVIOR** An examination, within a broad comparative framework, of the social functions of the family; the determinants of family cohesiveness; the effects of different modes of child rearing; the implications of variation in the norms of sexual behavior.
230. **CULTURES OF EAST ASIA** A survey of peoples and practices in China and Japan, with special emphasis on the roots of Chinese culture and its diffusion to surrounding societies. An exploration of Asian values and norms as these are displayed in culture contact with the West.
241. **CONTEMPORARY PEOPLES OF LATIN AMERICA** An approach to understanding the sociocultural dynamics of selected groups of contemporary Latin American peoples. Emphasis on peasantry. *Given in alternate years.*
242. **INDIGENOUS CIVILIZATION OF LATIN AMERICA** An archeological and ethnological reconstruction of the rise of civilization in Mesoamerica and South America from the early hunters to the high cultures of Aztec, Maya, and Inca. Cultural consequences of the Conquest. *Given in alternate years.*
250. **CONTEMPORARY CULTURES IN CHANGING AFRICA** A survey of sub-Saharan societies with particular attention given to the East African cattle peoples, South Africa, and the West African states. The effects of the shift from tribe to nation in familial, ritual, economic and political realms. The Organization of African Unity. The emergence of new patterns in society and culture. *Given in alternate years.*
301. **GROUP DYNAMICS** The aim of this course is to develop an understanding of the constitutive phenomena of face-to-face interaction and of the common sense world of everyday life. How actors' inferences and action produce the activities the sociologist calls social structures.
302. **SOCIAL STRATIFICATION** An analysis of social class systems and derivative behaviors. Economy and political power as the tools and the formative agents of social classes. Styles of life and social mobility. *Given in alternate years.*

303. PERSONALITY AND SOCIAL CHANGE An examination of the changes in personality—values, motivational systems, perceptual modes—that have occurred in the course of history, especially in periods of social crisis, and are occurring in the modernizing and post-modern societies of today. Relationships between changes in the larger social structures and change in personal character. *Given in alternate years. Prerequisite: permission of the instructor.*

305. METHODS OF SOCIAL RESEARCH Critical evaluation of sociological work. Consideration is given to the appropriateness of data collection and data analysis methods for different purposes, to criteria of validity of findings, and to assumptions governing the use of various research techniques. Particularly stressed is how research is actually conducted in contrast to how it is said to be conducted. *Prerequisite: One course in sociology, preferably 360, or permission of the instructor. Majors should normally take this course in their Junior year.*

306. HUMAN EVOLUTION Man and his place among the vertebrates. The human skeleton compared with that of other primates in space and time. Mechanism of evolution. Comparative primate behavior. Evolution and ethics.

307. COMPARATIVE CULTURES Anthropological theory and method. Cross-cultural comparisons of simple and complex societies. Introduction to the Human Relations Area Files. *Prerequisite: 112.*

314. SOVIET SOCIAL SYSTEM Analysis of social structure and dynamics of the Soviet Union. Identification of the areas of strain and the different possible directions of change. Comparison with American institutions. *Given in alternate years.*

322. POPULATION An introduction to formal demography and theories of fertility, mortality and migration. Cross-cultural comparison of demographic phenomena. *Given in alternate years.*

324. FIELD WORK IN URBAN PROBLEMS By combining readings, a seminar, and direct involvement, this course is designed to familiarize the student with the difficulties and complexities involved in applying sociological knowledge to the analysis and solution of urban problems. Individual or collective research, or action projects will be planned by the students and the instructor. These projects are to be carried out within groups or agencies concerned with poverty, racial tensions, community organization and redevelopment, education or other problem related aspects of urban setting. Weekly seminars and individual tutorials will involve a discussion of the ethical, theoretical and methodological materials relevant to the field work experience. *Prerequisite: permission of the instructor.*

350. COMPARATIVE SOCIAL PATHOLOGY Survey of cross-cultural and historical studies on the social origins of destructive and self-destructive behavior. Social institutions, social change, and cultural values as sources of damage to life, health and sense of fulfilled existence. Pathological myths. Responses to pathology.

360. DEVIANT BEHAVIOR AND SOCIAL CONTROL An evaluation of the adequacy of a variety of explanations of, and remedies for, such phenomena as crime,

juvenile delinquency, mental illness and rebellion. How such explanations may be viewed as members' methods for assembling deviance. The relevance of philosophy of law to the explanation of deviance. Especially recommended to pre-law students. *Prerequisite: There is no prerequisite, but it is suggested that the student have taken at least one sociology course prior to this one.*

365. RELIGION AND SOCIAL ORDER A cross-cultural survey of the functions of religion, magic and myth in simple and complex societies. Religion and communication. Myth and social structure. An historical summary of the scientific study of religion. *Prerequisite: Another anthropology course or permission of the instructor. Given in alternate years.*

375. SOCIOCULTURAL CHANGE Evolutionary and revolutionary theories of sociocultural change. Innovation as independent invention, diffusion, convergence. Variables which affect acculturation, and therefore encourage resistance or acceptance of change. In 1974-1975, several case studies of Latin America will be used to observe modes of change. *Prerequisite: 111 or 112. Given in alternate years.*

380. SOCIOLOGICAL THEORY How is society possible? Answers to this question offered by major theorists will be critically examined. Discussion of action theory, functionalism, exchange theory and Marxism together with such theorists as Durkheim, Weber, Marx, Merton, Parsons and Homans. *Prerequisite: 305. Majors should normally take this course in their Junior year.*

390. SOCIOLOGY SEMINAR A specialized seminar, largely for majors, intended to relate a broad area of theoretical concern to the problems and procedures of current research. *Prerequisite: permission of the instructor.*

392. ANTHROPOLOGY SEMINAR A specialized seminar investigating the contributions of various anthropological approaches to the understanding of cultural processes. *Prerequisite: permission of the instructor.*

490. INTERDISCIPLINARY SEMINAR This seminar provides an opportunity for multifaceted exploration, in a working relationship with representatives of another social or humanistic discipline, of selected problems of joint interest. *Prerequisite: permission of the instructor.*

MAJOR:

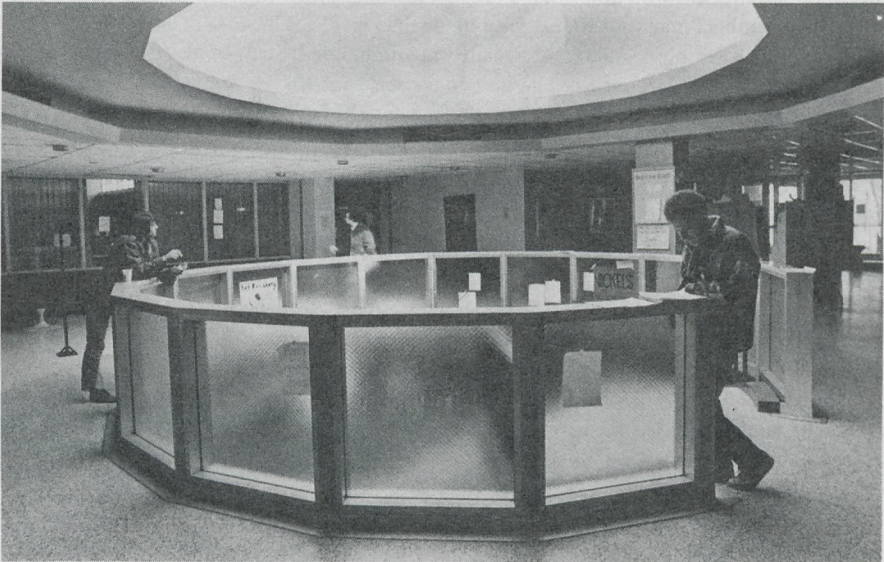
Option one, students with emphasis in Sociology should take 305, 380, and seven other courses, one or two of which could, with the approval of their advisor, be taken in other departments.

Option two, students with emphasis in Anthropology are required to take 112, 306, 307, 392, and five other courses, one or two of which can, with the approval of their advisor, be taken in other departments.

Freshmen interested in either Sociology or Anthropology are urged to consult with the department at an early date.

No Minor.

NOTE 1: Interdisciplinary Studies 301, Economic Anthropology, will count towards the major.



SOUTH ASIAN AREA STUDIES

Professor Slotten, *Coordinator*

An interdisciplinary program designed to give a thorough coverage of South Asia presented through the disciplines of anthropology, economics, history, philosophy, political science, religion, sociology, and the arts. It is understood that a student pursuing a major will attend classes at Dickinson for his first three years. The summer of his junior year and his senior year will be spent at the South Asian Regional Studies Department at the University of Pennsylvania.

MAJOR: thirteen courses including:

1. Social Science 105 (to be offered on an alternate year basis).
2. One course selected from the humanities division: Philosophy 244 or Religion 111.
3. One course selected from the social science division: Economics 349, History 119, or Political Science 348.
4. Two elective courses to be selected from the college South Asian offerings, excluding courses taken in the above mentioned categories. Religion 312 and Fine Arts 209 will also meet this requirement.
5. The equivalent of four courses in a South Asian language to be taken at the University of Pennsylvania.
6. Four courses (other than language) to be taken at the University of Pennsylvania, in the area of South Asian studies.

STUDIES IN THEATRE AND DRAMATIC LITERATURE

Professor Brubaker, *Coordinator*

An interdisciplinary program using the perspectives of the dramatic arts and literature to examine the theory, history and practice of theatre presented by the Departments of Classical Studies, Dramatic Arts, English, Modern Languages and Literature, and Music. Majors in this field are required to participate in the Mermaid Players and must be accepted by the coordinator.

MAJOR: ten courses including English 213 (Literature of the Western World I) and Dramatic Arts 302 (History of the Theatre); two of the following: Dramatic Arts 101 (Acting), 201 (Directing), 300 (Stagecraft and Scene Design); and six of the following, one of which shall be from Classical Studies or Modern Languages and Literature and one shall be a course dealing with the Renaissance Period:

No minor.

Classical Studies

Greek	391, 392 Seminar: Greek Drama
Latin	234 Latin Poetry

English

332 Renaissance English Drama
341 Shakespeare I
342 Shakespeare II
382 Modern Drama I
383 Modern Drama II
402 Seminar in Shakespeare

Modern Languages and Literature

French	352 The Theatre of the Sublime
	360 Modern French Theatre
German	304 German Literature of the Baroque, Rationalism and <i>Sturm und Drang</i>
	309 The Drama of the Nineteenth Century
	313 Modern German Drama
Spanish	352 Spanish Renaissance and Baroque Culture, Literature, Prose and Poetry
	353 Spanish Baroque Culture, Literature and Drama



Music

- 301 Twentieth Century Music
- 302 History of Opera

Dramatic Arts

- 101 Acting*
- 201 Directing*
- 300 Stagecraft and Scene Design*

Film

- 201 History and Art of the Film

Independent Studies**

There are occasional seminars offered by the several departments in topics appropriate to this field of concentration which would extend the list given above.

PROGRAMS NOT IN A FIELD OF CONCENTRATION

COLLOQUIUM

100. COLLOQUIUM An interdisciplinary, highly intensive course dealing with various topics of importance common to the various divisions of a liberal arts curriculum. Particular topics to be announced. *Offered occasionally. Prerequisite: Invitation by the staff of the Colloquium.*

COMPUTER SCIENCE

111. COMPUTER SCIENCE This course is designed to develop the ability to use the IBM-1130 computing system as an aid in subsequent academic work. Computer programming fundamentals designed to provide basic understanding of control techniques for modern digital computers. Includes the basics of computers, program documentation, basic disk file concepts, the writing and use of functions and subprograms. Two hours lecture, three hours laboratory per week. Programming language is FORTRAN IV. *One course.****

* Course to be counted only once.

** When approved by the coordinator.

*** Computer Science 111, formerly Computer Science 101, is not open to students who have received course credit in Computer Science 101.



119. BASIC COMPUTER SCIENCE This is the first half of Computer Science 111 and introduces students to computers, data processing, algorithms, and low level programming in Fortran IV. It will include the use of "canned" programs. *One-half course. Grades for this course on a pass/fail basis only. To be given first half of every semester.*

120. FORTRAN PROGRAMMING Second half of Computer Science 111. Fortran IV language at a more advanced level with subscripted variables and disk file concepts. Use of matrix algebra is necessary. *One-half course. To be given second half of every semester. Prerequisite: 119 or permission of the instructor.*

NOTE: Students will receive graduation credit for just 111 or just 119 and/or 120.

DRAMATIC ARTS

Professor Brubaker, *Chairman*
Assistant Professor Poole

101. ACTING An introduction to the principles and theories of acting combined with practical exercises. One hour of classroom and five hours of laboratory a week.

201. DIRECTING A laboratory course in directing. Two hours of classroom and three hours of laboratory a week. *Prerequisite: 101.*

300. STAGECRAFT AND SCENE DESIGN A study of play production emphasizing scene construction, rigging, painting, design, and lighting. Two hours classroom and three hours laboratory a week. *To be offered in 1974-1975. Prerequisite: permission of the instructor.*

302. HISTORY OF THE THEATRE A study of the forms of theatre from primitive ritual to modern times. *Previous courses in either history or dramatic literature are recommended.*

304. STUDIES IN THEATRE HISTORY Research and discussion in selected areas and problems. Specific topics announced each year. *Prerequisite: junior or senior status or permission of the instructor. Previous courses in either history or dramatic literature are recommended. (Offered upon demand, and to be given in 1975-1976.)*

ENVIRONMENTAL STUDIES

Environmental Science

Associate Professor Leyon, *Coordinator*

131, 132. ENVIRONMENTAL SCIENCE Integrated, interdisciplinary study of land, water, and air and their organisms as environmental systems. Undisturbed natural systems and man's impact on them will be discussed, including illustrations from the local area. Taught jointly by members of the Departments of Biology, Chemistry, Geology, and Physics. Three hours classroom and three hours of laboratory and field study a week. 131, 132 will satisfy the laboratory science requirement in either group.

Environmental Studies

111. ENVIRONMENT, CULTURE, AND VALUES A study of the effects of scientific, religious, and philosophical values on man's attitudes toward his environment and how these attitudes may effect our way of life. After exploring the myths that many live by, consciously or unconsciously, and subjecting these to careful criticism, alternative world models will be considered together with the changes in life style and consciousness that these may involve.

FILM

201. HISTORY AND ART OF THE FILM A study of the history of the film as an art form, with emphasis on developing fruitful critical standards for the judgment of films. *To be offered in the summer only.*

HUMANITIES

Associate Professor Harms, *Coordinator*

101. An interdisciplinary examination of selected Western literary, philosophical and religious forms, ideas, and movements. Special attention will be given to exploring ways these creative expressions have developed a contemporary focus in the problems of cultural and self understanding. Specific organizing themes may change from term to term. *Open to freshmen only.*

401. A seminar designed to deal at an advanced level with topics appropriate to the subject matter of Humanities 101. Enrollment open to student associates on the staff of Humanities 101, and to upperclassmen with the permission of the coordinator of the Humanities Program.

INTERDISCIPLINARY STUDIES

Courses given under this rubric are taught by faculty members from at least two different disciplines. Specific notes are given with each course as to the meeting of divisional, major, and/or minor requirements.

301. ECONOMIC ANTHROPOLOGY Comparative study of peasant, tribal, and other non-modern economic systems. This course may be applied towards the major or minor in Economics and towards the major in Sociology-Anthropology. It will fulfill the non-western requirement, but will not help fulfill the Division 2 requirement.

JUDAIC STUDIES

Assistant Professor Rosenbaum, *Coordinator*

100. VARIETIES OF JEWISH RELIGIOUS EXPERIENCE: HASIDISM TO HABAD A survey of varying currents in contemporary (1700 to the present) Jewish custom, belief and praxis. Major emphasis is put on Reform, Neo-Orthodox and Conservative Judaism and their relationships with Christianity during the period of European nationalism. *To be offered in 1974-1975 only.*

201. JEWISH HISTORY FROM HELLENISTIC TIMES TO THE ENLIGHTENMENT A survey tracing the course of Jewish history from "the rise of the West" to the opening of the European ghettos. Emphasis will be put on the relationships between Diaspora Judaism and its offspring, Christianity and Islam. Ancient and Modern sources will be used. *To be offered in 1974-1975 only.*

302. MODERN JEWISH THOUGHT Selections from the writings of nineteenth and twentieth century Jewish thinkers dealing with religion *per se* (Marx, Freud, Fromm), Jewish identity in a Christian world (Buber, Rosenzweig, Cohen, Grade), the American experience (Handlin, Kaplan). Zionism in the post-war period (Rubenstein). *To be offered in 1974-1975 only.*

LIBRARY SCIENCE

201. INTRODUCTION TO LIBRARIES AND LIBRARY RESOURCES A study of libraries that begin with an introduction to the history and theory of library organization and proceeds to a study of the effective use of library resources including books, periodicals, documents, manuscripts, microforms, phonodiscs, indexes, bibliographies, and reference tools in the various disciplines. Special attention is focused on critical selection and evaluation of all tools and the logical patterns of research. (*Not open to first semester freshmen.*)

Independent Studies in Library topics is open only to juniors and seniors and can be taken only once.

MILITARY SCIENCE

Professor Marcus, *Chairman*

Instructors Conatser, Galbraith, Hackett, and Happe

The Department of Military Science offers courses that provide general managerial preparation useful in many fields of endeavor, whether civilian or military. Distinction should be made between the Department's academic offerings and the Reserve Officers' Training Corps (ROTC) Program.

Courses are offered to both men and women, and provide academic credit applicable towards graduation requirements.

The ROTC Program leading to a Second Lieutenancy in the U. S. Army Reserve provides, through instruction in theory, and in practical exercises, an understanding of interpersonal relations and resource management needed to prepare for leadership positions. While course emphasis is weighted with theory and techniques useful for the military manager and leader, the analytical training received is readily transferable into the areas of public service and private enterprise.

MILITARY SERVICE OBLIGATION Enrollment in a departmental course does not impose any obligation. Draft deferments, if applicable, are available. Contractual

entry into the Advanced Course, normally beginning in the Junior year, does involve a potential service obligation. Active duty may be for as little as three months, or as long as four years. The extent of service obligation should be investigated on an individual basis.

WOMEN IN ROTC: Under an expanding program women are able to participate in the ROTC program on the same basis as men, and at the conclusion of their training may be commissioned as Second Lieutenants. Women are eligible to receive the remunerations explained under Scholarships and Allowances. Interested persons are invited to discuss their participation with the Chairman.

NON-DICKINSON STUDENTS: Students pursuing a baccalaureate or advanced degree at area colleges and universities are eligible to enroll as part-time students at Dickinson College, for the purpose of taking Military Science courses or for joining the ROTC Cadet program. Area schools have transfer procedures which allow full or partial credit toward graduation for Military Science courses taken at Dickinson. Contact this department for further information.

SCHOLARSHIPS AND ALLOWANCES: High school seniors may apply for an Army ROTC four-year scholarship. Recipients receive full tuition, fees and certain expenses (except room and board), and a tax free monthly allowance of \$100.00. Information may be obtained from high school counselors, any Army ROTC Professor of Military Science or from any Army installation. Scholarship cadets agree to accept the commission offered and to serve on active duty for a minimum of four years. Students enrolled in ROTC may also apply for three, two, and one-year scholarships during the periods of their enrollment, with the same remuneration offered. Contact this Department for details. Non-scholarship Advanced Course cadets receive the \$100.00 per month tax free allowance.

THE RESERVE OFFICERS' TRAINING CORPS PROGRAM leads to a commission in the U. S. Army, the Army Reserve or the National Guard (of your state), as a Second Lieutenant. Branch of service depends upon individual qualifications. A commission may be offered upon completion of both the academic and military skills portions of the program.

a. **Academic Program:** Within the framework of a student's baccalaureate degree requirements he or she must, through a combination of Military Science Departmental academic offerings and courses from other academic departments, demonstrate a competence in the general areas of: the behavioral sciences; communication skills, written and verbal; American history; management studies; the concentration and distribution of political power, national or international; and the contemporary American scene. Students are normally afforded a great deal of flexibility in meeting these requirements. In many instances students will have the opportunity of utilizing courses from their chosen major or minor in place of, or to supplement a Military Science course. When courses from other departments are used to "enrich" this program, coordination between the student, his advisor, and this Department is needed to insure overall benefit to the individual's education.

b. **Military Skills Program:** A student must satisfactorily complete a Leadership Laboratory sequence tailored to individual needs, and attend an Advanced Camp.

PROGRAM LENGTH: Although originally designed for the four academic years of the baccalaureate candidate, it may be reduced by:

a. **Acceleration and Compression—**A student may enter the program during the latter portion of the freshman year, or later. Completion of required courses takes three years (six semesters or their equivalent, to include summer sessions).

b. **Basic Camp and Advanced Placement—**By attending a six-week summer program a student may qualify for Advanced Course enrollment with remaining course work to be completed in two years. Students who have prior military training through active service, high school or college ROTC, or at a service academy, may be granted advanced placement of up to three years, allowing program completion in one year.

LEADERSHIP LABORATORY (ORIENTEERING AND MARKSMANSHIP): The laboratory's primary purpose is to provide a workshop for leadership training and command experience, the progressive development of managerial expertise, and the application of specific skills. The laboratories progress from individual skills (such as map reading and land navigation) and basic organizational concepts (such as military tactics) through small unit operations and leadership, to staff level planning and decision making. While an integral portion of the ROTC Cadet Program, it is also available to all students interested in using it as an alternative method of satisfying physical education requirements, or is obtaining the skills taught and the insight into interpersonal relationships that may be gained. Up to three semesters may be used to satisfy the College's physical education requirement. Additionally, in cooperation with the Physical Education Department, the Military Science Department provides instruction in both Marksmanship and Orienteering. Normally basic and advanced courses in both subjects are offered each semester.

ADVANCED CAMP: A six-week summer program at an Army installation provides practical instruction which stresses problem analysis, decision making and leadership experiences; challenges the individual both mentally and physically, introduces aspects of Army life; and provides an evaluation of leadership ability and potential. It is normally attended between the Junior and Senior years. A voluntary alternative is the Army's Ranger course. Cadets may also volunteer for the Airborne course and become qualified parachutists.

FLIGHT TRAINING: Qualified Senior year cadets may apply for an all expense paid program leading to a civilian pilot's license.

Departmental Courses:

101, 102. **INTRODUCTION TO MILITARY SCIENCE** (Leadership Laboratory) Instruction in individual skills and the foundation for more advanced laboratories. Meets two hours per week in each semester. *One semester's credit for physical education will be received for each semester successfully completed.*

111. AMERICAN MILITARY HISTORY From Colonial times to the present, with emphasis on the interrelationship of factors which contribute to the development and utilization of the U. S. Military. *One-half course credit.*

201, 202. APPLICATION OF MILITARY SCIENCE (Leadership Laboratory) Participation in operations and basic tactics to demonstrate leadership and management problems, and to illustrate various processes of resolution. Meets two hours per week in each semester. *Prerequisite: MS 101, 102 or permission of the instructor. One semester's credit for physical education will be received for each semester successfully completed.*

211. ORGANIZATION AND MANAGEMENT Concepts of organization theory and the principles of management. Management and leadership relationships are investigated as they apply to the general theory and practice of the management functions of planning, organizing, staffing, direction, coordination, control, innovation, and representation. *One-half course credit.*

301, 302. ADVANCED APPLICATION OF MILITARY SCIENCE (Leadership Laboratory) Emphasis is on leadership. Situations require direct interaction with other cadets (students) and faculty members. The participants set well defined goals and develop procedures for goal attainment. Of concern is demonstrated understanding of principles, not absolute success. Meets two hours in each semester. *Prerequisite: MS 201, 202 or permission of the instructor. One semester's credit for physical education will be received for each semester successfully completed.*

321. LEADERSHIP AND MANAGEMENT Complex interrelated systems and interpersonal interactions are studied. Use is made of recent developments in the administrative and the behavioral sciences to analyze the individual, group and situational aspects of leadership, and the management of resources. *One course credit. Prerequisite: permission of the instructor.*

401, 402. COMMAND AND STAFF (Leadership Laboratory) Emphasis is placed on developing planning and decision making capabilities in the areas of military operations, intelligence, logistics and administration. Meets two hours per week in each semester. *Prerequisite: MS 301, 302 or permission of the instructor. One semester's credit for physical education will be received for each semester successfully completed.*

431. CONTEMPORARY PROBLEMS SEMINAR Seminars in selected areas emphasizing the interplay of multifarious considerations in exploring the environment of the contemporary American scene, and the position of the United States in the world. Normally seminars will be offered in two major areas:

a. Civil-Military Relations—Examines the contemporary United States as it relates to the decision making process affecting the U. S. military establishment. Emphasis is on the interdependence of military, social, legal, and ethical considerations in forming policies, as well as the interchange of influence; the military on society and society on the military. Professors from other departments participate as discussion leaders. *One course credit. Prerequisite: Permission of the instructor.*

b. Comparative National Security Policies—Examines the national security policies and postures of the United States, Soviet Union, Peoples Republic of China, and selected other nations. Emphasis is placed on discovering; through research, discussion, and readings, the features common to all major powers so that their distinct differences can be better understood. *One course credit. Prerequisite: permission of the instructor.*

PUBLIC SPEAKING

Professor Brubaker, *Chairman*
Assistant Professor Poole

The courses in public speaking are directed toward improvement in verbal communication and toward the development of greater self-assurance and ease in social and professional situations.

223, 224. ARGUMENTATION AND DEBATE The logic and strategy of debate. Group discussion techniques. Participation in debate. *One-half course per semester.*

333. PUBLIC SPEAKING The theory of and practice in the fundamentals of public speaking. *One-half course.*

351. ADVANCED PUBLIC SPEAKING Although this is a continuation of Public Speaking 333, increased attention is given to speech structure and to filling various specific speech situations. *Offered occasionally. Prerequisite: 333. One-half course.*

PHYSICAL EDUCATION

Associate Professors DuCharme, Eavenson, Gobrecht, *Chairman*, and Seibert
Assistant Professors Barber, Nickey, Price, Wagner, and Watkins*

All fully matriculated Dickinson College students will successfully complete eight physical education activity units or the equivalent by the completion of the first semester of their senior year. Transfer students with junior standing with *no* physical education credit need to take only two semesters (four units).

Every student enrolled in the physical education program will be given the opportunity to take a physical education skills and knowledge achievement test in most activities. After having successfully passed a physical education skills and knowledge achievement test, the student will be granted credit for that activity.

* On leave, Spring Semester, 1975.

A student enrolled in the physical education program is to receive no more than two physical education activity unit credits for the same activity.

Credit for leadership laboratory in the ROTC program will also be given on the basis of one semester (two units) of physical education for each semester of ROTC Leadership Laboratory.

All physical education activities offered to Dickinson College students are classified at two levels: basic activities and advanced activities.

The *basic* physical education activities offered by the Department of Physical Education are listed below:

- | | |
|---------------------|---------------------------------|
| A. Tennis | *L. Horseback Riding |
| B. Golf | M. Gymnastics |
| C. Archery | N. Handball |
| D. Volleyball | O. Racquetball |
| E. Swimming | *P. Modified Physical Education |
| F. Squash Racquets | *Q. Outdoor Recreation |
| G. Bowling | *R. Cycling |
| *H. Weight Training | *S. Marksmanship I |
| *I. Karate | *T. Orienteering I |
| J. Skiing | U. Others upon formal request |
| K. Badminton | |

The *advanced* physical education activities offered by the Department of Physical Education are listed below. Any student who passes the basic level physical education skills and knowledge achievement test may enroll in the advanced area.

- | | |
|---------------------|-------------------------------|
| *A. Tennis | *J. Water Safety Instructor |
| *B. Golf | *K. Senior Life Saving |
| *C. Archery | *L. Aquacade |
| *D. Volleyball | *M. Scuba Diving |
| *E. Swimming | *N. Gymnastics |
| *F. Squash Racquets | *O. Intercollegiate Athletics |
| *G. Karate | *P. Marksmanship II |
| *H. Skiing | *Q. Orienteering II |
| *I. Badminton | R. Others upon formal request |

* Not granted credit by examination.

SCIENCE

258. HISTORY OF SCIENCE In tracing the major developments in science as an aspect of Western civilization, special attention will be devoted to the following areas:

the scientific method of inquiry; social consequences of scientific discovery; noted discoveries in the physical and life sciences.

CONTEMPORARY SCIENCE Exploration of the nature and growth of some of the major concepts by which science explains the phenomena of nature.

261. Problems of energy, communication and population in relation to quality of the environment and, in turn, of human life are discussed from their fundamental scientific basis.

262. Development of those concepts that relate to our knowledge of matter, with references to chemistry of the earth and especially to contemporary science and its implications for man.

These courses are intended primarily for non-science majors. They may be counted toward the required distribution courses in Division III for B.A. candidates. Prerequisite: one year of a laboratory science.

SOCIAL SCIENCE

Interdepartmental offerings in the social sciences, which include economics, political science, social psychology, and sociology.

101. INTRODUCTION TO SOCIAL SCIENCE An introduction to the analytical paradigms of each of the social sciences by means of an interdisciplinary exploration of the relations between men and women.

104. INTRODUCTION TO CHINESE CIVILIZATION Application of key concepts of the various social sciences, e.g., social change, traditional and modernizing societies, economic growth, ideologies, comparative social developments, to Chinese civilization and culture. *Offered in alternate years.*

105. INTRODUCTION TO SOUTH ASIAN CIVILIZATION An overview of South Asian civilization, traditional and modern, using both scientific and humanistic approaches. *Offered in alternate years.*

SPECIAL PROGRAMS OF STUDY

The College offers a number of special programs of study which enrich the regular offerings of the several major departments and the normal curriculum. Dickinson believes that interdisciplinary programs, independent study, off-campus study, and other variations on the normal, on-campus, four-year, in-course degree program are important ingredients for heightened intellectual motivation.

ASIAN STUDIES. By arrangement with the University of Pennsylvania Dickinson students may, upon recommendation by the student's major department and approval by the Dean of the College, elect to complete the requirements for the Bachelor of Arts degree at Dickinson by completing a program of Asian Studies in residence at the University of Pennsylvania during the entire senior year. Such election shall be contingent upon acceptance by either the Department of South Asian Studies or the Department of Oriental Studies at the University of Pennsylvania. The student planning such a program normally should expect to enroll for intensive language study during the summer prior to the senior year at the University of Pennsylvania. If recommended for graduate study in the same field by the department in which the student is enrolled, the student should anticipate further intensive language study during the summer immediately following completion of the senior year.

RUSSIAN AND SOVIET AREA STUDIES. See pages 107-108.

SOUTH ASIAN AREA STUDIES. See page 112.

INTERNATIONAL STUDIES. See pages 73-74.

AMERICAN STUDIES. See pages 46-48.

THE COLOMBIA SEMESTER. Sponsored by the Central Pennsylvania Consortium, the Colombia Semester offers Dickinson students an opportunity to spend a fall semester of study in South America at the Universidad Bolivariana in Medellín, Republic of Colombia. The program is open to Spanish majors and students of other disciplines with an interest in Latin America who possess a working knowledge of the Spanish language.

THE WASHINGTON SEMESTER. In cooperation with The American University and an allied group of colleges and universities, this College offers four high-ranking juniors the opportunity to study during the fall semester at The American University, Washington, D. C. Programs are offered in American Government, Urban Studies, Foreign Policy, International Development and Economic Policy. These students should preferably be majors in economics, history, political science, or sociology and should have taken Political Science 211. Application must be made in March to the Dickinson coordinator of the Washington Semester program.

INDIA INSTITUTE. The Central Pennsylvania Consortium, of which Dickinson is a member, offers a program of study abroad at the University of Mysore,

Mysore, India. The program is under the direction of a member of one of the college faculties and offers a summer and fall semester program, with five course credits, which includes a program of orientation in India.

THE HARRISBURG URBAN SEMESTER. The Harrisburg Urban Semester (THUS) is a comprehensive one-semester exploration of urban society, sponsored by the Central Pennsylvania Consortium and available through Dickinson College. Student participants will spend either the fall or the spring term in housing of their choice in the center city area of Harrisburg. Upon completion of the semester, the students will receive four course credits, including one course of Independent Study directed by an on-campus faculty member in the area of the Internship, apportioned as follows:

URBAN SEMESTER 301

Internship—1 course—Each student will intern on a 20 to 25-hour per week basis with a public or private agency devoted to specific problems of the urban environment. Internships are available in federal, state, county, city, private, secular, and private religious agencies. The internships are intended to accommodate the vocational, educational, and personal goals of the individual participant. (Note: Grades for this course on a Pass/Fail basis only will be awarded by faculty of The Harrisburg Urban Semester.)

URBAN SEMESTER 305-306

Urban Seminar—2 courses—This multi-disciplinary seminar taught by THUS faculty focuses on the nature and problems of urban society. In addition to comprehensive reading assignments, source materials will be provided by selected urban professionals, community leaders, and concerned urban citizens, who will be present at most of the classroom sessions. Further, the seminar will bring together the various urban perspectives of the students which have developed through their internship experience. (Note: Grades for this course awarded by faculty of The Harrisburg Urban Semester.)

PROGRAMS FOR ENGINEERING STUDENTS. Dickinson College furnishes a program for engineering students that combines advantages of the small liberal arts college with training to be secured at a large urban engineering school. Cooperating with Dickinson College in this program are the University of Pennsylvania Engineering Schools, Rensselaer Polytechnic Institute and the Case Institute of Technology. The student can select one of several options under the plan: he may spend the first three years at Dickinson and the final two at the engineering school, after which he obtains a B.S. degree from both institutions; or he may spend one year at the engineering school and obtain his M.S. degree in engineering. The program is particularly appealing to those freshmen who like the liberal arts and are not yet willing to commit themselves completely to an engineering curriculum.

This liberal arts-engineering combination is available only to the student who enters the College not later than the middle of his sophomore year. Candidates should inform the Director of Admissions of Dickinson College that they wish to apply for this program so that they may be assigned to the engineering student advisor. The student in his freshman year should take Physics 131, 132 and Mathematics 141, 142. Students interested in this program should request from the Dickinson Admissions Office a special booklet which describes the "Binary Engineering Plan" in greater detail and gives suggested course schedules.

ARMY ROTC PROGRAM. See pages 119-123.

INTERNSHIP PROGRAMS OFF CAMPUS. See pages 43-44.

THREE-YEAR DEGREE PROGRAM. Students desiring to accelerate their degree programs may do so by enrollment in the summer session of the College. A carefully planned degree program, particularly in the first two years, may be completed in three regular academic years (six semesters) and additional summer work. Some will find it wise to begin the summer before the freshman year. One of the advantages of the accelerated degree program is the substantial saving in time, as well as cost, to the student.

SUMMER SCHOOL. A representative selection of regular Dickinson College courses, and some special summer programs, are offered during Summer School. These courses are offered either as 5½ week courses or as intensive, full-time three week courses. It is possible to take up four courses in one summer.

Regularly enrolled students from Dickinson or the other colleges in the Central Pennsylvanian Consortium may attend Summer School to accelerate their programs or to take advantage of some of the unique opportunities. Students in good standing at other colleges are welcome. Qualified high school students may enroll in regularly scheduled summer classes.

Entering freshmen are encouraged to attend all or any part of the Summer School program. In particular, the three-week interdisciplinary Dickinson Colloquium is open to entering freshmen. A brochure describing this unusual educational experience is available from the Director of Summer School.

The Central Pennsylvania Consortium sponsors unique programs, including special institutes, travel programs, and field science courses.

For further information about any of the Summer School opportunities, contact the Director of Summer School. The Summer School Bulletin, published in February, may be obtained from the Director's Office.

See also page 142.

THE CENTRAL PENNSYLVANIA CONSORTIUM

Dickinson College participates with three other colleges—Wilson, Franklin and Marshall, and Gettysburg—in the Central Pennsylvania Consortium. Under the leadership of Dr. Arden K. Smith, coordinator, the four colleges are now sponsoring a wide range of cooperative educational, cultural, and research activities. Among them are the Harrisburg Urban Semester under which students, primarily in education, humanities, and the social sciences, work and study in an urban environment; the South Asian Studies Center in Mysore, South India, enabling Dickinson students to study and to participate in that community for a semester; the Latin America study program which is offered in cooperation with the Universidad Pontificia Bolivariana in Colombia; cross-registration opportunities (without extra charge) for courses or semesters at any of the Consortium colleges; cooperative Summer Schools at Dickinson and Franklin and Marshall; a four-college activities calendar issued monthly to all students; and the January Term opportunities at Wilson, Franklin and Marshall, and Gettysburg. See page 137.



STUDY ABROAD PROGRAMS

CENTER FOR EUROPEAN STUDIES IN BOLOGNA. Students interested in a junior or senior year abroad to study European politics, history, economics and international affairs, may apply for admission to the College's program in Bologna, Italy. Twenty-five students are selected each year for study at the Dickinson Center, which was established in 1965 in affiliation with the Johns

Hopkins Graduate Center in Bologna, under the supervision of a member of the Dickinson faculty. The curriculum includes such courses as Medieval History, International Relations, History of European Political and Social Thought, Art History, Renaissance and Reformational History, and International Economics; opportunities are also available for independent study with the Dickinson and Johns Hopkins instructors. Courses are taught in English by the Dickinson director and faculty members from Italian universities and Johns Hopkins. Participants who have not had one semester of Italian previously will be required to take Elementary Italian in Bologna. No particular major is a prerequisite for participation. The year at the Bologna Center is treated as a year in residence at Dickinson; financial aid may be applied for through the customary procedures followed on campus. Interested students should consult with the resident coordinator.

INSTITUTE OF EUROPEAN STUDIES. The problems of study abroad—admission to the better American programs, satisfactory housing, credit transfer, assessment of course equivalents—are resolved for Dickinson students by virtue of the College's affiliation with the Institute of European Studies. The IES is administered by American educators and operates programs at seven leading European university centers (Durham, Freiburg, London, Madrid, Nantes, Paris, and Vienna). The directors of the European programs are experienced academicians, aware of and accustomed to dealing with the difficulties of integrating a student's foreign study program with that of his home institution. The London, Madrid, Nantes, Paris and Vienna centers offer a core of courses taught within the Institute by university professors and, except London, also enable qualified students to enroll in regular courses within the faculties of the universities themselves. At Durham and Freiburg, students enroll as fully integrated students of the university, and the IES provides tutorial assistance supplementing their university course work. In addition, the IES arranges for transport to the European center, for suitable housing and meals, as well as for mandatory orientation programs, language refresher courses, and individual counseling to students during their entire period of foreign study. Students are recommended for admission by the College. Limited financial assistance is offered. For further information, consult the Campus Coordinator.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME. Majors in Latin or Greek, or other students especially interested in classical antiquity, can spend one or two semesters at the Intercollegiate Center for Classical Studies in Rome. This center features the combination of carefully chosen master teachers from American colleges and universities with the irreplaceable glory of the sites of the classical past. Dickinson students are eligible

for the scholarships the Center has provided through most of its history. Field trips from the Center in Rome are part of every semester's work, concentrating on the Etruscan north in the fall term and the Naples area in the spring. At the same time, in the middle of Rome itself, classes in the Latin and Greek texts allow the student to complete the same reading he would have done on his home campus.

THE COLOMBIA SEMESTER. See page 126.

THE INDIA INSTITUTE. See page 126.

OTHER PROGRAMS OF STUDY away from the campus are available and may include work abroad, semesters at other institutions, or special programs of study. The Director of Off-Campus Studies advises students about these programs and must approve the student's program in advance if credit is to be granted upon presentation of a certificate of satisfactory completion. This plan is available only to the student who enters the College not later than the beginning of his sophomore year. A student wishing to participate in more than one distinct off-campus program, or take more than one full year of work off-campus, must obtain the approval of the Subcommittee on Off-Campus Study. As a general policy, students are not allowed to spend *just* the spring semester studying off-campus; exceptions to this policy require the approval of the Subcommittee.





ACADEMIC REGULATIONS*

CLASS DESIGNATION

The freshman, sophomore, and junior years are normally interpreted as the first, second, and third college years of attendance as a regular student. A student will be registered as a sophomore when he has completed 8 courses creditable toward graduation, as a junior when he has completed 16 courses creditable toward graduation, and as a senior when he has completed 24 courses creditable toward graduation.

The senior year is normally the fourth year of college attendance, but it may occur earlier or later. If a student has not attained the required 24 courses at the end of the second semester of his junior year, he will be allowed one additional semester as a junior. If he cannot enter the senior year after such additional junior semester, he will be required to withdraw.

A student is expected to be graduated at the end of his senior year. If he has not satisfied the requirements for graduation at the end of the second semester of his senior year, he will be allowed one additional semester as a senior. If he cannot be graduated at the end of such additional senior semester, his status will be determined by the College Committee on Academic Standards in consultation with the appropriate advisory and administrative personnel.

In the case of a student entering Dickinson with advanced standing because of work done at other institutions, the Registrar will determine his status as to class. In all other cases involving such irregularities as work done outside the Dickinson College year, the Dean of the College will determine the student's class.

* Changes in Regulations: The College reserves the right to change its regulations, courses of study, and schedule of fees without previous notice to the student.

CLASSIFICATION OF STUDENTS

A *matriculated* student is one who has been formally admitted to the College as a degree candidate. A *non-matriculated* student is one who has not been formally admitted as a degree candidate. A *full-time* student is one who carries a minimum of 3 courses. The maximum course load for a student is 5½ courses unless permission for an overload is received from the Committee on Academic Standards. A *part-time* student is one who is carrying less than a full-time academic load.

Normally, a matriculated student will be a full-time student, and a non-matriculated student will be a part-time student. However, subject to the prior approval of the Committee on Academic Standards, a matriculated student may be a part-time student and a non-matriculated student may be a full-time student. Approval may be granted for one semester or one year and is renewable.

A non-matriculated student who desires to become a matriculated student must receive the approval of the Committee on Admissions and Financial Aid. In seeking such approval, the student must submit all transfer credit taken to date that he plans to apply toward the Dickinson degree. In general, he must meet all the requirements for graduation in effect at the time he is accepted as a matriculated student, including the fact that he must be accepted as a major by some department by the time he has completed 22 courses. Failure to be accepted as a major entails required withdrawal from the College without the privilege of readmission. In addition, a non-matriculated student must meet the same requirement as a transfer student, i.e., he must complete 16 courses as a matriculated student.

1. *Full-time matriculated*

Students who have been admitted as degree candidates and are carrying a minimum course load of three courses are full-time matriculated.

2. *Part-time non-matriculated*

Students who have not been admitted as degree candidates and are carrying fewer than three courses are part-time non-matriculated.

3. *Part-time matriculated and full-time non-matriculated*

Such status can be granted subject to the approval of the Committee on Academic Standards. Approval may be granted for one semester or one year and is renewable.

4. *In absentia*

This status may be granted for one semester, or one year, by the Office of Student Services and the Director of Off-Campus Studies. Students who return on

schedule do not need to apply for formal readmission. Students who do not provide due notice (60 days) of change in the date of expected return or who are not granted an extension of the return date must apply for formal readmission. Students may transfer to Dickinson up to one full year of academic work, if prior approval of the program has been granted by the Director of Off-Campus Studies.

A. A student participating in off-campus study programs specifically associated with or approved by the College is granted *in absentia* status upon his acceptance into the program. These programs are: Center for European Studies in Bologna; the semester programs at American University in Washington; Asian Studies at the University of Pennsylvania; Institute of European Studies; the Colombia Semester; the India Institute Semester; the Harrisburg Urban Semester; Binary Engineering Programs.

B. A student planning to participate in programs of study not among those specifically associated with or approved by the College must apply for *in absentia* status and must secure prior approval of the program of study from the Director of Off-Campus Studies. A student in this status does not register or pay tuition and fees as a Dickinson student.

5. *Leave of absence*

This status may be granted for one semester or one year by the Office of Student Services and the Associate Dean of the College and is subject to renewal. Students who return on schedule do not need to apply for formal readmission. Students who do not provide due notice (sixty days) of a change in the date of expected return or are not granted an extension of the return date must apply for formal readmission. Students may not transfer in any course work.

A. Voluntary. A student may be granted this status providing it does not begin after the date of roll call for any given semester. No grades will be recorded for the semester during which this status is effective.

B. Required. A student may be required by the Dean of the College to take up to one semester's leave of absence if such action is judged to be in the student's academic interest.

6. *Withdrawal*

A. Voluntary. A student may withdraw voluntarily at any time. "WP" or "WF" grades will be recorded if the voluntary withdrawal is made between roll call and the first day of final examinations. If withdrawal is made during the final examination period, regular grades will be recorded. A student who withdraws must make formal application for readmission.

B. Required.

- (1) First—a required withdrawal for academic reasons. To qualify for readmission, the student must attend an accredited college

elsewhere for one regular semester (not a summer session); have his program of study approved in advance by the Associate Dean of the College and the Committee on Academic Standards; and attain a minimum average of at least 2.25 with no grades lower than a C. Military service or satisfactory employment, normally for at least one year, may be substituted for this scholastic experience. A student who is required to withdraw must make formal application for readmission by stated deadlines on page 14.

- (2) Second—a student required to withdraw for a second time for academic reasons does not have the privilege of applying for readmission at any time.
- (3) Unsatisfactory performance—the College reserves the right to remove from its roll at any time a student who proves unsatisfactory or to require a student to withdraw if it is felt that the student is out of sympathy with the spirit and ideals of the College, even though he may not have broken any formal rules.
- (4) Administrative—students who fail to register and do not inform the college of their plans or those that do not pay the pre-registration fee by the stated deadline, will be Administratively Withdrawn, but have the privilege of following the readmission guidelines on page 14.

REGISTRATION AND ADVISING

Final registration occurs for all students in January for the spring term and in September for the fall term. However, there are pre-registration periods in November and April during which students must meet with their advisers and make academic plans for the next semester. The only exceptions to this are incoming freshmen and new transfer students who get advisement during New Student Orientation. Each new student is assigned to a faculty adviser who is responsible for approving his final registration and who advises him until he selects and is accepted by a department or interdisciplinary study area as a major.

Responsibility rests with the student for the election of such courses as will satisfy the requirements of the College for graduation.

A variety of circumstances, singly or in combination, may prevent an undergraduate from realizing fullest benefit from the educational opportunity provided him. Injudicious selection of courses, of majors and minors; inappropriate personal aspirations; inadequate study techniques or invalid learning procedures; and problems of personal and social adjustments are unfavorable circumstances that have been identified in studies of less successful college students. The College believes that counsel by mature, interested faculty advisers can assist

individual students to recognize and to overcome those undesirable circumstances that affect their academic success. In special instances, the adviser makes referrals to a qualified director of counseling who assists the student to overcome problems in his personal and social adjustment.

COURSE LOADS

The normal academic load is four courses per semester. However, since thirty-four courses passed is the minimum graduation requirement, it will be necessary for students to plan, in numerous combinations, to take two additional courses if they plan to carry only four courses for each of eight semesters.

The courses taken during the freshman and sophomore years are to be so selected that at the end of his sophomore year a student will have completed all of his requirements for distribution. In addition, the courses elected should be preparatory to the student's expected field of concentration.

During the junior and senior years, students will elect courses to meet requirements for the field(s) of concentration and free electives as necessary to complete their academic program.

ELECTIONS IN EXCESS OF NORMAL LOADS: The normal maximum of five and one-half courses may not be exceeded without permission of the Committee on Academic Standards.

SCHEDULE CHANGES

A student may add courses in his schedule during the first fifteen academic days of a semester if he has the approval of his adviser and the instructor(s) in question. A student may drop courses, without penalty, in his schedule during the first fifteen academic days of a semester if he has the approval of his adviser. A penalty grade of "F" will be assigned for a course dropped during or after this period without proper approval. A student must petition the College Committee on Academic Standards should his special circumstances warrant a waiver or extension of the normal fifteen day period to add or drop a course.

A special situation prevails for multilevel courses in languages, mathematics, and the sciences, where adjustments may be made in the level of an assignment up to the time of roll call. The conditions of these reassignments are set forth on page 37.

COURSE CREDIT

CREDIT FOR COURSE WORK: Credit for courses is based on the assumption that at least three and one-half hours of study accompany each period of recitation or lecture.

CREDIT FOR WORK AT OTHER COLLEGES: The College may grant credit for work completed at other accredited colleges on previous arrangement with the Chairman of the appropriate department, the adviser, and the Associate Dean of the College. To receive credit the work must be at least C or its equivalent quality credit value. This work will count as credit toward graduation but the grade will not be used in computing the average for graduation. The College will accept transfer credit for summer study at other institutions for only one summer's work, the maximum acceptable being two courses (four courses if taken between the freshman and sophomore years).

CREDIT FOR WORK ABROAD: Credit will be granted for work abroad, up to a maximum of one year's work, provided it is approved in advance and the student presents a satisfactory certificate of accomplishment.

CENTRAL PENNSYLVANIA CONSORTIUM COURSES

Courses taken at other Central Pennsylvania Consortium Colleges (Franklin & Marshall, Gettysburg, and Wilson) are transferred into Dickinson with grades. Transfer credit may be allowed for the equivalent of a particular Dickinson course, general course credit in a department, or just general course credit towards graduation. A student may take from one course to a full resident semester at a Consortium College. Tuition and fees are paid to Dickinson College, except for summer or January programs. Resident fees for full time guest students are paid to the host college.

Applications and other information are available in the office of the Associate Dean. Applications should be submitted to that office by April 1 for a Fall Semester, November 1 for a January term, and November 15 for a Spring Semester.

THE GRADING SYSTEM

MARKING PERIODS: There will be a roll call for all students in each semester. At this roll call only grades of D, F, and I will be reported to the Registrar, except that all grades will be reported for freshmen at the regular fall roll call.

Grades will be reported to the Registrar at the end of each semester. Once a grade has been reported to the Registrar's Office it may not be changed unless the instructor discovers that he has made an arithmetical error in computing the grade or in transposing it from his record book to the final class list.

REGULATIONS GOVERNING GRADES.

Grades shall be reported as:

A	(Excellent)	Pa	(Pass)
B	(Above Average)	**S	(Satisfactory)
C	(Average)	I	(Incomplete)
D	(Below Average)	WP	(Withdrew passing)
F	(Failing)	WF	(Withdrew failing)
Fa	(Fail)	***CR	(Credit)
*SP	(Satisfactory Progress)	***No	Credit

COMPUTATION OF AVERAGES: In the computation of averages the following scale of quality credit points will apply:

<i>Grade</i>	<i>Point</i>
A	4
B	3
C	2
D	1
F	0

A student's cumulative average shall be computed on the basis of all academic work which he has taken at Dickinson College. It shall be computed by summing his quality points and dividing by the number of courses taken. All averages shall be carried to two decimal points.

APPLICATION OF AVERAGES: A regular student is required to meet the following minimum standards of academic quality during his course:

Freshman: An average for the year of 1.75.

Sophomore: An average for the year of 2.00 or a cumulative average of 2.00 at the end of his sophomore year.

Junior: A cumulative average of 2.00 at the end of his junior year.

Senior (to be graduated): An average of 2.00 in all courses taken at Dickinson College.

A student who fails to meet the minimum standard for his class will be required to withdraw unless the Committee on Academic Standards takes action

* "Satisfactory Progress" is a temporary, non-credit grade given until Independent Study or Research is completed.

** "Satisfactory" is a temporary, non-credit grade given until the second semester of a one-year course is completed.

*** Credit/No Credit class sections must be approved by the Academic Standards Committee. All students in these sections *must* receive one of these two grades and thus the grade is *not* the student's option. The grade of No Credit does not appear on the student's transcript.

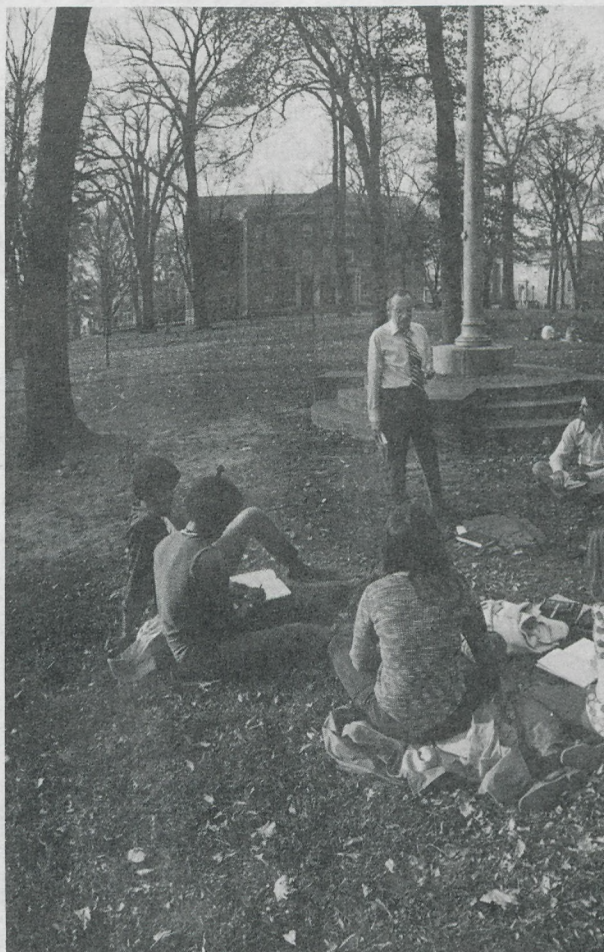
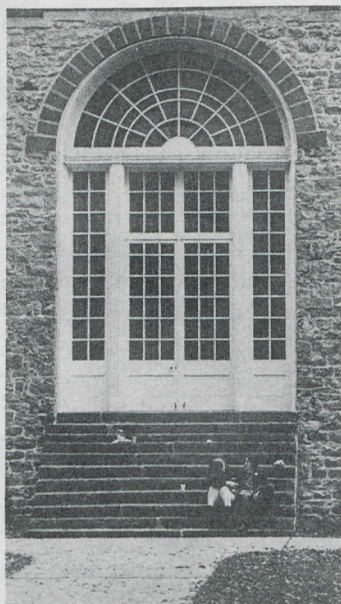
otherwise. Readmission will normally depend on his attending an accredited college elsewhere for one regular semester (not a summer session) and meeting the following minimum specifications: completion of a full-time academic program approved in advance by the Associate Dean of the College and the attainment of an average of at least 2.25, with no grades lower than C. Military service or satisfactory employment, normally for at least one year, may be substituted for such scholastic experience. In any event, prior consultation with the Associate Dean of the College is recommended. If after reinstatement the student fails to meet the minimum standard set for him by the Committee on Academic Standards, he will be required to withdraw a second time and will be barred from readmission.

A non-matriculated student must meet the same minimum standards as are required of a matriculated student. The number of courses a non-matriculated student has taken will determine his class equivalence; he must meet the minimum standard for that class in each successive two-semester block of work, regardless of the number of courses involved. A student who fails to meet the minimum standard will be required to withdraw unless the Committee on Academic Standards takes action otherwise. His formal readmission to the College and/or permission to take courses may be granted only after approval has been granted by the Committee on Academic Standards.

GRADES IN YEAR COURSES: To be admitted to the second semester of a year course (a hyphenated or an asterisk course) the student must have attained a passing grade in the work of the first semester. Students who do not pass 101 Language courses and 113 Music courses will receive failing grades.

SENIOR—UNSATISFACTORY GRADE IN COURSE: A senior who has maintained a passing average in a course but who because of failure in the final examination receives a grade of F in the course may apply for one re-examination in each course failed, provided the failure is not due to dishonesty. The re-examination shall replace the final examination failed, but in no case may a grade higher than D be earned in the course. If a re-examination is granted, it shall be conducted by a committee appointed by the Dean after consultation with the chairman of the department in which the failure occurred. This re-examination shall be conducted within ten (10) days after the date of the original examination except when an extension is granted by the Committee on Academic Standards.

CANCELLATION OF GRADE AND CREDIT: Any student who takes courses at Dickinson while in high school or in the summer after high school graduation and who then matriculates at Dickinson is allowed to cancel the grade and the credit received in, at most, two courses taken at Dickinson during

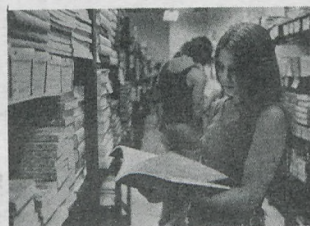


that period. This in no way prevents a student from registering again for any course so canceled. Students should make the request for cancellation in writing the Registrar no later than Roll Call of the second semester of matriculated status.

AUDITING

A student may audit a course without credit by obtaining the permission of the instructor and his adviser and then registering for it during the Drop/Add Period. Fee for auditing courses is one-half the course fee for part-time and non-matriculated students.

Courses taken as audits shall not appear on a student's transcript unless the instructor in question authorizes such an entry at the end of the semester. The



instructor shall stipulate his or her expectations of all such auditors early in the semester.

PASS/FAIL COURSE OPTION

All students, except first semester freshmen, have the option of taking one course each semester on a pass/fail basis, in accord with the following stipulations:

1. That the total number of courses taken under the pass/fail option not exceed seven. However, courses that must be taken pass/fail will not count in the seven.
2. That "pass" be defined as work of a quality earning a grade of at least C; that "fail" be defined as work of a quality earning a grade of D or F.

3. That courses taken under the pass/fail option not be counted in the student's cumulative grade point average and that the present policy stipulating a passing grade in all courses required for graduation, distribution, and major and minor fields of concentration be continued.

4. That a student exercise the pass/fail option at the time of registration with the permission of his adviser and not be allowed to convert to regular grading or to convert a course from regular grading after the fifteenth class day of the semester in accordance with current practice concerning the addition of courses.

5. That the instructor be apprised whether the student is taking his course under the pass/fail option; that the student satisfy the same requirements for the course expected of the regularly enrolled student.

6. That in a course the instructor, and in the case of a multi-section course, the department, have the right to deny to students registration under the pass/fail option in that course, but that the denial must apply to all students in that course and be clearly indicated at the time of registration.

7. That a department may deny pass/fail registration to all declared majors or minors in any course required for the major or minor.

8. In courses with limits on class size, that exercise of the pass/fail option not be used as a factor in controlling class size.

9. A list of courses not eligible to be taken under pass/fail will be published each semester in the Master Schedule of Classes.

INCOMPLETE GRADES

A grade of Incomplete may be reported only in cases in which illness or other serious emergency has prevented the student from completing the work for the marking period. An Incomplete may not be reported because of negligence or procrastination on the part of the student. A grade of Incomplete may be reported only if the student has done satisfactory work in the completed portions of the course. An Incomplete grade at the end of a semester shall be cleared before the roll call of the following semester unless exception is granted by the Committee on Academic Standards. In every case the Incomplete must be cleared before the end of the second semester following. If an Incomplete has not been cleared within stipulated time limits, the instructor shall record an F.

DICKINSON COLLEGE SUMMER SESSION

The Dickinson College Summer Session, not part of the regular college year, is provided to give students opportunity to take additional college work, make up deficiencies, or accelerate progress towards a degree. Grades for work done

in the Summer Session are assigned on the same basis as in the college year, and they are included in the student's cumulative average. They are not, however, counted in the averages of the college year. No student who has been required to withdraw from the College for academic reasons may be enrolled in a summer session without the approval of the Committee on Academic Standards. See page 128.

CLASS ATTENDANCE

GENERAL POLICY: All students are expected to do satisfactory work in their academic studies. Any student who is neglectful of his studies or irregular in his attendance may be required to withdraw.

ATTENDANCE REGULATIONS: The College expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary between disciplines and among courses within the same subject field. Accordingly, at the beginning of each course individual instructors (or the department concerned) shall publish to the students involved what constitutes satisfactory attendance in that course. As a matter of special privilege, students on the Dean's list are relieved of normal attendance requirements other than in the case of an announced quiz or test. This privilege does not extend to absences from class in military science or physical education.

ACADEMIC INTEGRITY

EFFECT OF DISHONESTY: A student is expected to observe strict integrity in examinations and other required work. Any infraction will be reported immediately to the Office of Dean of the College for referral to the Academic Violations Hearing Board.

HONORS

HONORS UPON GRADUATION: A student who in his total program* attains an average of at least 3.75 shall be awarded his degree *summa cum laude*.

A student who in his total program* attains an average of at least 3.50 but less than 3.75 shall be awarded his degree *magna cum laude*.

A student who in his total program* attains an average of at least 3.25 but less than 3.50 shall be awarded his degree *cum laude*.

* at Dickinson College





LECTURESHIPS AND AWARDS

THE JAMES HENRY MORGAN LECTURES. This lectureship in the classics and in college teaching is endowed by funds set aside in 1936 by the Board of Trustees in grateful appreciation of the distinguished services of the late James Henry Morgan of the Class of 1878: Professor of Greek, 1884–1914; Dean, 1903–14; President, 1914–28, 1931–32, 1933–34.

THE BOYD LEE SPAHR LECTURES IN AMERICANA. This lectureship was established in 1947 in recognition of the importance of Dickinson College and its graduates in the large history of American culture, and was named in honor of Boyd Lee Spahr, A.M., LL. D., D.C.L., of the Class of 1900, in grateful appreciation of his continuous interest in the Dickinson College Library and of his numerous contributions to historical collections.

THE GLOVER MEMORIAL LECTURES. This lectureship in science was established in 1958 in memory of John Glover of New Castle on Tyne, England, the inventor of the Glover Tower, and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and by Mrs. Yeagley of York, Pennsylvania.

THE DICKINSON COLLEGE ARTS AWARD. Initiated by the Faculty and endowed by gifts from members of the Board of Trustees, this award is presented from time to time to an individual who has made an outstanding contribution in the arts or the humanities and honors William W. Edel, President of the College from 1946 to 1959. The award takes the form of a Wedgwood medallion after a sculpture created by Nancy Dryfoos, distinguished American sculptress. The medallion was cast especially for Dickinson College by the Wedgwood Potteries of Barlaston, England. The recipient of the award also receives an honorarium of one thousand dollars. Since its establishment, Arts Award recipients have been: Robert Frost, 1958-59, Poetry; Eero Saarinen, 1959-60, Architecture; Judith Anderson, 1960-61, Theatre; Leonard Baskin, 1963-64, Graphic Arts; Walter Piston, 1965-66, Music; W. H. Auden, 1967-68, Poetry; John Cage, 1969-70, Music; The Philadelphia Orchestra, 1972-73, Music.

THE PRIESTLEY AWARD. Given each spring during the Joseph Priestley Celebration, the award goes to a distinguished scientist for his contributions to the welfare of mankind. A Priestley Medallion, prepared of ceramic struck from the original molds made in 1775 by the first Josiah Wedgwood after a sketch of Priestley by John Flaxman, and a draft for one thousand dollars constitute the award. Since its establishment in 1952 the award has been presented to the following:

- 1952 Sir Hugh Stott Taylor, Dean of the Graduate School, Princeton University.
- 1953 Paul R. Burkholder, of the Class of 1924, Osborne Professor of Botany at Yale University, Discoverer of Chloromycetin.
- 1954 Karl T. Compton, Chairman of the Corporation, Massachusetts Institute of Technology.
- 1955 Harold C. Urey, University of Chicago. Nobel Prize Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, President, Rockefeller Institute for Medical Research.
- 1957 Edward Teller, General Advisory Committee, Atomic Energy Commission.
- 1958 George Bogdan Kistiakowski, Abbott and James Lawrence Professor of Chemistry, Harvard University.
- 1959 Willard Frank Libby, Member, Atomic Energy Commission. Nobel Prize Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, Chancellor and Professor of Chemistry, University of California. Nobel Prize Laureate in Chemistry 1951.
- 1961 Maurice Ewing, Director, Lamont-Doherty Geological Observatory of Columbia University.

- 1962 Robert B. Woodward, Donner Professor of Science, Harvard University. Nobel Prize Laureate in Chemistry 1965.
- 1963 Kenneth S. Pitzer, President, Rice University.
- 1964 Isador I. Rabi, Higgins Professor of Physics, Columbia University. Nobel Prize Laureate in Physics 1944.
- 1965 Joel H. Hildebrand, Professor of Chemistry Emeritus, University of California, Berkeley.
- 1966 Charles H. Townes, Provost, Massachusetts Institute of Technology. Nobel Prize Laureate in Physics 1964.
- 1967 George W. Beadle, President, University of Chicago. Nobel Prize Laureate in Medicine 1958.
- 1968 Marshall W. Nirenberg, Chief of the Laboratory of Biochemical Genetics, National Heart Institute.
- 1969 Linus C. Pauling, Research Associate, California Institute of Technology. Nobel Prize in Chemistry 1954. Nobel Peace Prize 1962.
- 1970 George Wald, Higgins Professor of Biology, Harvard University, Co-Recipient, Nobel Prize for Medicine 1967.
- 1971 Margaret Mead, Curator Emeritus of Ethnology, American Museum of Natural History.
- 1972 George C. Pimentel, Professor of Chemistry, University of California, Berkeley.
- 1973 Philip H. Abelson, President of the Carnegie Institute of Washington and Editor of *Science*, Co-discoverer of Neptunium.
- 1974 Henry Eyring, Dean Emeritus of the Graduate School, Department of Chemistry, University of Utah, Salt Lake City.

THE GANOE AWARD. The Constance and Rose Ganoë Memorial Fund established in 1969 in accordance with the testamentary wishes of the late William A. Ganoë of the Class of 1902 provides that an award be given annually to that Professor of Dickinson College who, by secret ballot of the members of the senior class immediately prior to their graduation, shall have been voted the most inspirational teacher during their entire college course. The award consists of a cash honorarium of \$1,000 plus funds to be used at the discretion of the professor for the enrichment of his teaching at Dickinson. The Ganoë Most Inspirational Teacher Award recipients are:

- 1968-69 Philip N. Lockhart
- 1969-70 Eugene J. Rosi
- 1970-71 Harry F. Booth
- 1971-72 John L. King
- 1972-73 Philip N. Lockhart
- 1973-74 C. K. Tirumalai

THE LINDBACK AWARD. Instituted by the trustees of the Christian R. and Mary F. Lindback Foundation, the Lindback Distinguished Teaching Award is the highest honor the College bestows on members of its faculty. Selected by the President, the Lindback Award carries an honorarium of not less than five hundred dollars and not more than one thousand dollars. The Lindback Foundation further awards one thousand dollars in scholarships to deserving students who can meet certain basic standards. The Lindback Distinguished Teaching awards have been presented to the following faculty members:

- 1960-61 Amos B. Horlacher and Ralph Schecter
- 1961-62 Joseph H. Schiffman
- 1962-63 Horace E. Rogers
- 1963-64 Carl E. Kerr and K. Robert Nilsson
- 1964-65 Paul F. Angiolillo and William B. Jeffries
- 1965-66 John C. Pflaum and Arthur M. Prinz
- 1966-67 Harry F. Booth and William W. Vernon
- 1967-68 David F. Brubaker
- 1968-69 George J. Allan
- 1969-70 Daniel R. Bechtel
- 1970-71 Truman C. Bullard
- 1971-72 Candadai K. Tirumalai
- 1972-73 Marianna Bogojavlensky
- 1973-74 Robert D. Sider

ENDOWED AND NAMED CHAIRS

The College has a number of endowed and named chairs. The holders of these chairs are elected by the Board of Trustees and the chairs which they hold are indicated in the faculty list. The endowed chairs are as follows:

THE LEMUEL T. APPOLD FOUNDATION, endowing the chair of the President of the College, was established by the Board of Trustees from a part of the bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the College.

THE ROBERT COLEMAN CHAIR OF HISTORY. The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the Board of Trustees in 1828 for the endowment of professorship, making this one of the oldest American professorships.

THE THOMAS BEAVER CHAIR OF ENGLISH LITERATURE was endowed by Thomas Beaver, Esq., of Danville, Pennsylvania, in 1889.

THE ASBURY J. CLARKE CHAIR OF LATIN was established in 1919 by the gift of the widow of Asbury J. Clarke, of the Class of 1863.

THE SUSAN POWERS HOFFMAN CHAIR OF MATHEMATICS was endowed in 1923 and named in memory of Susan Powers Hoffman, of Carlisle.

THE RICHARD V. C. WATKINS CHAIR OF PSYCHOLOGY was endowed in 1928 by the bequest of Richard V. C. Watkins, of the Class of 1912.

THE MARTHA PORTER SELLERS CHAIR OF RHETORIC AND THE ENGLISH LANGUAGE is an endowed professorship established in 1936 by a gift of her son, the late Professor Montgomery Porter Sellers, of the Class of 1893.

THE BOYD LEE SPAHR CHAIR OF AMERICAN HISTORY was endowed in 1949 by the gift of Boyd Lee Spahr, of the Class of 1900.

THE GEORGE HENRY KETTERER AND BERTHA CURRY KETTERER CHAIR OF RELIGION was endowed in 1949 by the gifts of George Henry Ketterer, of the Class of 1908, and his wife, Bertha Curry Ketterer.

THE ROBERT BLAINE WEAVER CHAIR OF POLITICAL SCIENCE was endowed by the bequest of Laura Davidson Weaver, and named for her brother, Robert Blaine Weaver, of the Class of 1874.

THE C. SCOTT ALTHOUSE CHAIR OF CHEMISTRY was established in 1950 and named for C. Scott Althouse, a trustee of the College.

THE ALFRED VICTOR duPONT CHAIR OF CHEMISTRY, named for Alfred Victor duPont, a student at the College, 1814-16, was established in 1950 by the gift of his grandson, the late Irénée duPont, of Wilmington, Delaware.

THE THOMAS BOWMAN CHAIR OF RELIGION was endowed in 1951 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class of 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

THE JOSEPH PRIESTLEY CHAIR OF NATURAL PHILOSOPHY was established in 1959 by gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

THE WILLIAM W. EDEL CHAIR IN THE HUMANITIES was endowed in 1959 by the gift of Merle W. Allen, a College trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as President of the College from 1946-1959."

THE JAMES HOPE CALDWELL MEMORIAL CHAIR was endowed in 1966 by the bequest of Mr. and Mrs. James Hope Caldwell.

THE HENRY LOGAN CHAIR OF ECONOMICS was established in 1967 by the gift of Henry Logan of the Class of 1910.

THE RUSSELL I. THOMPSON CHAIR OF THE DEAN OF THE COLLEGE was established in 1967 by the gift of Ethel Wright Thompson.

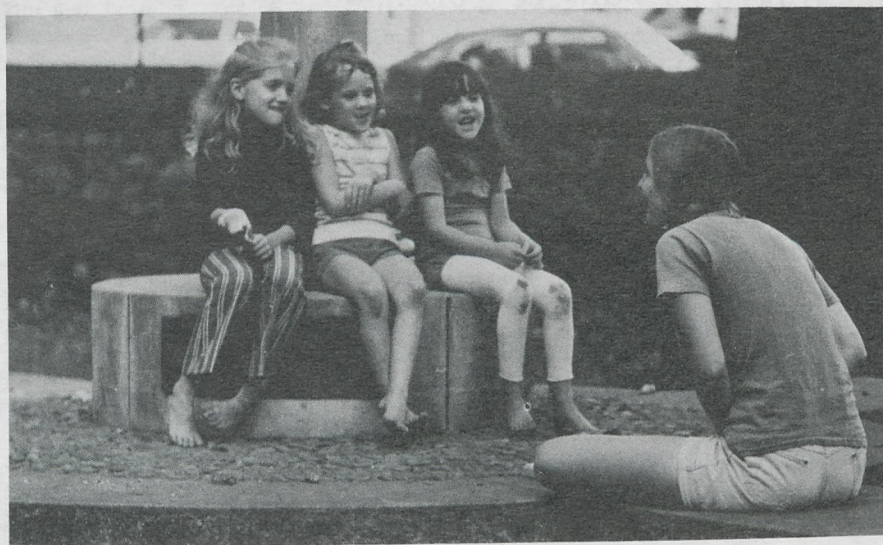
THE GEORGE W. PEDLOW, CLASS OF 1901, CHAIR OF EDUCATION established in 1972 in memory of his father by C. Wesley Pedlow, Jr., of the Class of 1934.

THE GLENN E. AND MARY L. TODD CHAIR established in 1973 by bequests of Glenn E. Todd, Class of 1912, and Mary Line Todd, Class of 1923.

THE CHARLES A. DANA PROFESSORSHIP PROGRAM established in 1968 by a matching grant of \$250,000 from the Charles A. Dana Foundation. The income from this fund is to be used annually to subsidize the salaries of four Dana Professors in varying amounts but in excess of the average salary for full professors at the time of appointment.

THE GEORGE METZGER ENDOWMENT FUND, held in trust by the Trustees of the Fund, the income therefrom paid annually to Dickinson College at the discretion of the Trustees of the George Metzger Endowment Fund to endow the chair of the Dean of Women at Dickinson College.

The George Metzger Endowment Fund was established in 1963 by the Metzger College Trustees in memory of George Metzger of the Class of 1798 of Dickinson College who made a testamentary provision for the establishment of a college for the education of young women after his death. By action of the Board of Trustees of Metzger College in 1913, use of the Metzger College building, Metzger Hall, was granted to Dickinson College as a residence hall for women students. Fifty years later, Dickinson relinquished its use of Metzger Hall, the property was sold, and the proceeds used to establish the George Metzger Endowment Fund.



HONOR SCHOLARSHIPS AND PRIZES

FOR GENERAL EXCELLENCE

THE CLASS OF 1902 AWARD. Awarded to that member of the junior class who, by vote of his classmates, has contributed most to the College.

THE WILLIAM K. DARE HONOR SCHOLARSHIP. Endowed by Lemuel T. Appold, Esq. '82. Awarded to that male student of the freshman, sophomore or junior class who has attained the highest scholastic average in the work of the previous year.

THE JAMES FOWLER RUSLING PRIZE. Awarded to a graduating senior who excels in scholarship.

THE HUFSTADER SENIOR PRIZES. Endowed by Dr. William F. Hufstader. Awarded to the senior man and woman who, in the judgment of the President of the College, have contributed most to the good of the College.

THE DELAPLAINE McDANIEL PRIZES. Awarded to two members of the freshman class and to one member of the sophomore class for excellence in scholarship.

THE JOSEPH MIDDLETON AND ISABEL MULLIN BURNS MEMORIAL PRIZE. Endowed by Helen Burns Norcross '12, former Dean of Women. Awarded to the woman student attaining the highest scholastic average during the sophomore year.

THE ALICE AND F. CHAPLINE MOOREHEAD AWARD. Endowed as a memorial by Caroline Moorehead Elder. Awarded to that member of the sophomore class who has shown the most improvement in overall scholastic achievement during his sophomore year.

THE JOHN PATTON MEMORIAL PRIZES. Endowed by the Honorable A. E. Patton as a memorial to his father. Awarded for high scholastic standing to a member of each college class.

SOPHISTERS. By action of the Board of Trustees, and in keeping with an old Dickinson tradition, the highest-ranking junior is named Senior Sophister for his final year in College, while the highest-ranking sophomore is named Junior Sophister for the following year. The distinction of Senior and Junior Sophister carries with it a \$500 prize.

FOR EXCELLENCE IN SPECIAL FIELDS

THE WILLIAM LENNOX AVIS PRIZE IN U. S. HISTORY. Endowed by Minnie Woods Avis.

THE BAIRD BIOLOGY PRIZES. In honor of Spencer Fullerton Baird, Dickinson's most outstanding alumnus in the field of biology. Awarded to two senior Biology majors who excel in Biology and show promise for future achievement in the field of Biology (broadly defined).

THE HENRY P. CANNON MEMORIAL PRIZE. Endowed by the Trustees. Awarded to a member of the sophomore class who excels in Mathematics.

THE CHI OMEGA PRIZE. The gift of the Dickinson Chapter. Awarded to a junior or senior woman who excels in Economics, Political Science, Sociology, or Psychology.

THE CAROLINE HATTON CLARK MATHEMATICS SCHOLARSHIPS.

THE C. W. FINK MEMORIAL ECONOMICS PRIZE.

THE CLASS OF 1875 PRIZE. Endowed in memory of John H. Ahl '75 by his son, John C. Ahl. Awarded to the senior who compiles the highest average in Economics.

THE CLASS OF 1914 PRIZE. Endowed in memory of John C. Ahl. Awarded to that member of the senior class who excels in American History.

THE FORREST E. CRAVER MEMORIAL MATHEMATICS PRIZE. Awarded to a member of the junior class.

THE MERVIN GRANT FILLER MEMORIAL PRIZE. Endowed by Tolbert J. Scholl. Awarded for excellence in the Classical Languages.

THE GOULD MEMORIAL DRAMA PRIZES. Provided by Dr. Herbert M. Gould in memory of his father and mother.

THE CHARLES MORTIMER GRIFFIN PRIZE. Awarded to a member of the senior class for excellence in Religion.

THE WILBUR HARRINGTON AND HELEN BURNS NORCROSS PRIZE. Awarded for excellence in Psychology during the junior year.

JEANNETTE HOLZSHU MEMORIAL PRIZE IN AMERICAN LITERATURE.

THE CAROLINE KENNEDY FRENCH LITERATURE PRIZE. Endowed by friends. Awarded annually to a student who reads French easily and who takes delight in French Literature.

THE WILLIAM W. LANDIS MEMORIAL PRIZE IN MATHEMATICS. Endowed by George G. Landis '20. Awarded to a member of the freshman class.

THE MARGARET McALPIN RAMOS AWARD. Awarded to a junior or senior Spanish major.

THE LANDIS-MOHLER PRIZE IN PHYSICS. Endowed by George G. Landis '20 in memory of Professor John Frederick Mohler, Professor of Physics, 1896-1930. Awarded to a member of the freshman class.

THE RUTH SELLERS MAXWELL SCHOLARSHIPS IN ENGLISH LITERATURE. Endowed by Robert H. Maxwell '15 in memory of his wife.

THE JOSEPH J. MYERS PRIZE. To be awarded annually to a varsity basketball player achieving academic excellence. Endowed in honor of Joseph J. Myers, Class of 1932, by his wife, Marie Moore Myers, and his brother, Charles E. Myers.

THE WELLINGTON A. PARLIN SCIENCE SCHOLARSHIP AWARD. Awarded to that junior majoring in Biology, Chemistry or Physics, who has, during three years at Dickinson, attained the highest scholastic average.

THE GAYLARD H. PATTERSON MEMORIAL PRIZE. Awarded to that student in Sociology who presents the best sociological analysis of a public policy.

THE PENNSYLVANIA INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS AWARD. Awarded to the outstanding accounting student.

THE MORRIS W. PRINCE HISTORY PRIZE. Endowed by the Class of 1899.

THE WINFIELD DAVIDSON WALKLEY PRIZES. Endowed by D. R. Walkley, D.C.L., in memory of his son. Awarded to two members of the freshman class who excel in declamation, either forensic or dramatic.

THE ANGELINE BLAKE WOMER MEMORIAL PRIZE. Awarded each year to that member of the freshman class who attains the highest grade in rhetoric and composition.

THE AGNES STERRETT WOODS PRIZE. Awarded to a woman student for the best short story or essay.

JOHN DAVID WRIGHT, III MEMORIAL SCHOLARSHIP IN CLASSICAL LANGUAGES. To be awarded to a freshman studying Latin or Greek.



SCHOLARSHIPS

An abbreviated listing of endowed and unendowed scholarships follows. Complete descriptions of each, including restrictions, etc., are contained in the official records of the College and administered accordingly.

The endowment funds of the College are unitized and reflect fluctuations in the value of Dickinson's investments on a quarterly basis. For that reason, references to principal amounts and income have been omitted.

Dickinson is grateful for its alumni and friends who thoughtfully have provided scholarship funds to assist able young men and women whose personal and family resources are inadequate to meet the full cost of a Dickinson education.

UNENDOWED SCHOLARSHIPS

THE AERO OIL COMPANY SCHOLARSHIP. Preference given to a student from the company's operating area.

THE CHARLES A. DANA SCHOLARSHIP PROGRAM. Established by The Charles A. Dana Foundation. Approximately fifteen renewable scholarships awarded annually to members of the sophomore class. Awards vary from an honorarium of \$100 to full tuition according to need. Dana Scholarships are among Dickinson's highest honors and are awarded on the basis of superior academic achievement and demonstrated leadership in the College community.

THE MARY DICKINSON CLUB SCHOLARSHIPS. Given to a freshman student of high academic standing recommended by the president of the Mary Dickinson Club. Renewable for the sophomore, junior and senior years.

THE MYRL S. MYERS MEMORIAL SCHOLARSHIP. Provided by Alice Brown Myers in memory of her husband.

THE N. J. CONFERENCE OF THE UNITED METHODIST CHURCH SCHOLARSHIP. Provided by the Commission on Higher Education of the New Jersey Conference. Given to a student who has been a member of a United Methodist Church within the bounds of the Conference.

THE PITCAIRN-CRABBE FOUNDATION SCHOLARSHIP. Awarded to students who are sons or daughters of clergymen, teachers, public servants, or other persons engaged in serving the public welfare.

UNITED METHODIST SCHOLARSHIPS. Provided by the Board of Education of the United Methodist Church. Given to a student on recommendation from the pastor of the student's home church who has interest and experience in United Methodist activities, and attained high scholarship.

THE U. S. ARMY R.O.T.C. SCHOLARSHIPS. Awarded to outstanding sophomore Military Science students who desire a career as an officer in the United States Army. See page 120.

ENDOWED SCHOLARSHIPS

THE LEO ASBELL MEMORIAL SCHOLARSHIP. Endowed by the Asbell family. Preference given to a resident of southern New Jersey.

THE BALDWIN MEMORIAL CHURCH SCHOLARSHIP.

THE M. GRACE BECHTEL MEMORIAL SCHOLARSHIP. Awarded to a student preparing for the ministry of the Central Pennsylvania Conference of The United Methodist Church.

THE BODINE SCHOLARSHIP. Endowed by George I. Bodine, Jr., Esq.

THE GEORGE L. BROWN SCHOLARSHIP. Preference given first to male students from Middle Paxton Township, Dauphin County, Pa.; secondly, to male students from Susquehanna Township, Dauphin County, Pa.; and lastly, to other worthy and eligible male students.

THE CARLISLE CORPORATION SCHOLARSHIPS. Preference given to children of employees of Carlisle Corporation, then to residents of Carlisle or adjacent territory; and lastly to other eligible students.

CENTRAL PENNSYLVANIA UNITED METHODIST CONFERENCE SCHOLARSHIPS. To members of churches of the Central Pennsylvania Conference.

THE CLASS OF 1909 SCHOLARSHIP. Preference given to a descendant of the Class of 1909.

THE CLASS OF 1914 SCHOLARSHIP.

THE CLASS OF 1915 SCHOLARSHIP. Preference given to a descendant of the Class of 1915.

THE CLASS OF 1917 SCHOLARSHIP. Preference given to a descendant of the Class of 1917.

THE CLASS OF 1918 SCHOLARSHIP. Preference given to a descendant of the Class of 1918.

THE CLASS OF 1921 SCHOLARSHIP. Preference given to a descendant of the Class of 1921.

THE CLASS OF 1928 SCHOLARSHIP. Preference given to a descendant of the Class of 1928.

THE CLASS OF 1930 SCHOLARSHIP. Preference given to a descendant of the Class of 1930.

THE CLASS OF 1935 RED MALCOLM SCHOLARSHIP. Preference given to a descendant of the Class of 1935.

THE CLASS OF 1938 SCHOLARSHIP.

THE CLASS OF 1960 DR. GILBERT MALCOLM SCHOLARSHIP.

THE JOSEPH AND MARY STRONG CLEMENS SCHOLARSHIP. Endowed by Joseph Clemens. Awarded to students studying for the ministry of the United Methodist Church.

THE CARRIE A. W. COBB SCHOLARSHIP. Endowed in memory of the Reverend Charles H. Rorer, D.D. Awarded to students preparing for the ministry.

THE JOHN O. COCKEY, JR. MEMORIAL SCHOLARSHIP. Endowed by John O. Cockey and Mrs. R. M. Sheridan.

THE MONCURE DANIEL CONWAY SCHOLARSHIP. Established by gift of Eleanor Conway Sawyer, granddaughter of Moncure Conway.

THE ELEANOR COOPER SCHOLARSHIP.

THE CORSON SCHOLARSHIPS. Endowed in honor of Bishop Fred P. Corson and Frances B. Corson by the Wyoming Conference of the United Methodist Church. Awarded to United Methodist students from the Wyoming Conference.

THE NATHAN DODSON CORTRIGHT MEMORIAL SCHOLARSHIP. Endowed by Mrs. Emma Cortright Keen. Awarded to a student preparing for the ministry.

THE MR. AND MRS. ROBERT B. DAVIES SCHOLARSHIP. Awarded to United Methodist students from Schuylkill County, Pennsylvania.

THE S. ADELBERT DELUDE SCHOLARSHIP. Preference given to a student from New York.

THE DICKINSON COLLEGE FRATERNITY SCHOLARSHIPS. Endowed by the alumni of the local chapters of the ten national fraternities represented on campus. The annual income from each of these separate fraternity funds is awarded with preference given to active members of the respective fraternities.

THE LUCY HOLT DONEY MEMORIAL SCHOLARSHIP. Endowed by Jean, Hugh and John Doney.

THE SMITH ELY SCHOLARSHIP. Preference given to students from New York City and vicinity.

THE WILLIAM SCHUYLER EVES MEMORIAL SCHOLARSHIP. Preference given to male students preparing for the ministry.

THE FARMER'S TRUST COMPANY SCHOLARSHIP. Preference given to the son or daughter of an employee of the Farmer's Trust Company, Carlisle, Pa.

THE ROBERT M. FERGUSON, JR. MEMORIAL SCHOLARSHIP. Endowed by Grace C. Vale.

THE FIRST PRESBYTERIAN CHURCH, YORK, PENNSYLVANIA, SCHOLARSHIPS. Endowed by Henry Logan '10 to assist in educating qualified students from the Church or Presbytery.

THE FREEMAN SCHOLARSHIP. Endowed by Frank A. Freeman, Esq.

THE MELVILLE GAMBRILL MEMORIAL SCHOLARSHIP. To provide for young men preparing for the ministry.

THE JOHN GILLESPIE MEMORIAL SCHOLARSHIP. Endowed by Miss Kate S. Gillespie as a memorial to her father.

THE M. BRANDT GOODYEAR SCHOLARSHIP.

THE EDNA GRACE GOODYEAR MEMORIAL SCHOLARSHIP. Endowed by Samuel M. Goodyear, a former Trustee of the College. Preference given to students from Carlisle, Pa.; secondly, to students from Cumberland County, Pa.; and lastly, other eligible students.

THE JOHN H. HACKENBERG SCHOLARSHIP. Awarded to a student preparing for the United Methodist ministry.

THE HAVERSTICK AND SNAVELY SCHOLARSHIP.

THE J. FRED HEISSE SCHOLARSHIP. Endowed by his brother, E. W. Heisse.

THE HONORABLE E. FOSTER HELLER SCHOLARSHIP. Endowed by Anna C. Halsey. Awarded to male students requiring funds to continue their Dickinson education.

THE HORN SCHOLARSHIP. Endowed by J. Edward Horn.

THE BRUCE HUGHES SCHOLARSHIP.

THE WILLIAM ALBERT HUTCHISON MEMORIAL SCHOLARSHIP. Endowed by the Conway Hall Alumni Association. Preference given to descendants of former students of Conway Hall.

THE BENJAMIN D. JAMES SCHOLARSHIPS. Established by Mr. and Mrs. Robert J. Wise in honor of Dr. James, a member of the College faculty since 1941.

THE CHARLES H. B. KENNEDY MEMORIAL SCHOLARSHIP. Endowed by members of the "D" Club.

THE LEONA B. KLINE AND SIDNEY D. KLINE SCHOLARSHIP. Awarded with preference to entering students who have formally declared their intent to pursue a profession of ordained ministry in a Protestant religious denomination. Grants are renewable for the sophomore, junior and senior years providing the recipient continues his preparation for the ministry.

THE DAVID R. SIEBER-IRVING E. KLINE-MABEL SIEBER KLINE SCHOLARSHIP.

LAYFAYETTE AVENUE PRESBYTERIAN CHURCH, BROOKLYN, NEW YORK, SCHOLARSHIP. Endowed by Henry Logan '10 to assist in educating a qualified student from the Church or Presbytery.

THE MERKEL LANDIS SCHOLARSHIP. Preference given to students from Carlisle, Pa.; secondly, to students from Cumberland County, Pa.; and lastly, other eligible students.

THE ALBANUS CHARLES LOGAN MEMORIAL SCHOLARSHIP. Endowed by Maria Dickinson Logan. Preference given to a male graduate of Germantown High School.

THE HENRY LOGAN SCHOLARSHIPS.

THE GEORGE LANE LOW SCHOLARSHIP. Endowed by Miss Elizabeth A. Low '91, in memory of her brother, to aid deserving students, with preference to be given to students residing in Columbia County, Pennsylvania.

THE JOHN B. LUCAS SCHOLARSHIP. To assist a freshman student from Wilmington. Preference given to the son or daughter of an employee of the Penn-Central Co. or the Atlas Powder Co.

THE RICHARD H. McANDREWS SCHOLARSHIP. Endowed by the wearers of the "D" in memory of Associate Professor Emeritus R. H. McAndrews of the Department of Physical Education.

THE CHARLES WATSON McKEEHAN SCHOLARSHIP. Endowed by Mary A. McKeehan and Charles L. McKeehan in memory of their husband and father, a Trustee of the College, 1879-95.

THE BESSIE McCULLOUGH MEMORIAL SCHOLARSHIP. Endowed by her husband.

C. H. MASLAND & SONS SCHOLARSHIPS. Preference given to sons and daughters of employees of C. H. Masland & Sons, Carlisle, Pa. and then to residents of Carlisle or adjacent territory, and lastly to other eligible students.

THE MAY MEMORIAL ASSOCIATION SCHOLARSHIP. Endowed in memory of Joseph M. and Aimee L. May. Preference given to students from the Greater New York area.

THE BISHOP WILLIAM VERNON MIDDLETON SCHOLARSHIP. Endowed by the Claude Worthington Benedum Foundation. Preference given to students from West Virginia and Western Pennsylvania.

THE ARTHUR MILBY SCHOLARSHIP. Endowed by Miss Mary R. Burton. Preference given to young men preparing for the ministry.

THE THEODORE F. MILLER SCHOLARSHIP.

THE WILLIAM VAN AXEN MILLER MEMORIAL SCHOLARSHIP FUND. Established in 1968 by his parents, Mr. and Mrs. Edward A. Miller.

THE ROY W. MOHLER SCHOLARSHIP. Endowed by his former students at Jefferson Medical School and others. Given in the second semester of his senior year to that student with the *greatest* need who has been accepted for admission to medical school the following year.

THE MONAGHAN PRESBYTERIAN CHURCH, DILLSBURG, PENNSYLVANIA, SCHOLARSHIPS. Endowed by Henry Logan '10 to assist in educating qualified students from the Church or Presbytery.

THE THOMAS MONTGOMERY SCHOLARSHIP. Endowed by Colonel Robert H. Montgomery, LL.D., in memory of his father.

THE MARLIN E. OLMSTED SCHOLARSHIPS. Endowed by Mrs. Vance C. McCormick in memory of her husband, an honorary alumnus of the College.

THE CHARLES E. PETTINOS SCHOLARSHIP. Endowed by the Charles E. and Joy C. Pettinos Foundation in memory of Mr. Pettinos, a former College Trustee.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP.

THE ERNEST C. AND MIMA J. REISINGER SCHOLARSHIP. Endowed by Reisinger Brothers, Inc., Carlisle, Pa. Preference given to sons and daughters of employees of Reisinger Brothers, Inc.

THE ROBERT F. RICH MEMORIAL SCHOLARSHIPS. Endowed by Robert F. and Patti Rich and the Woolrich Woolen Mills with preference to children of Woolrich Woolen Mills employees.

THE HORACE ELTON ROGERS SCHOLARSHIP. Endowed by his friends in honor of his devoted service to his alma mater. Awarded to a student majoring in the physical sciences, with preference given to young men and women majoring in chemistry.

THE HOWARD LANE RUBENDALL SCHOLARSHIP. Endowed by students and friends. Awarded at the discretion of the President of the College.

THE MARY SACHS SCHOLARSHIP. Endowed by the Trustees of the Estate of Miss Mary Sachs.

THE WILMER WESLEY SALMON SCHOLARSHIPS. Endowed by Cora Belle Salmon in memory of her husband, a Trustee of the College, 1913-31.

THE VALERIE SCHALL SCHOLARSHIP. Preference given to students preparing for the United Methodist ministry.

THE CHARLES T. SCHOEN SCHOLARSHIPS.

THE ARNOLD BISHOP AND MARY AGNES SHAW SCHOLARSHIP. Endowed by Miss Clara W. Shaw, Mrs. Bertha Shaw Nevling, Mrs. Jeanne Shaw Bailey, Calvin Bishop Shaw and Charles M. Shaw.

THE JAMES ROSS SNOWDEN SCHOLARSHIP. Endowed by Mary T. Snowden Stansfield in memory of her father. Preference given to a student pursuing a legal career.

THE MARY ANN OCKER SPITAL SCHOLARSHIP. Preference given to a student preparing for the ministry or a related career.

THE WILLIAM M. STAUFFER SCHOLARSHIP.

THE CAPTAIN JOHN ZUG STEESE SCHOLARSHIP. Endowed by Mrs. Anna Zug Schaeffer Steese. Given to an upperclassman who has excelled in Mathematics and in service to the College.

THE MARTIN VAN BLARCOM SCHOLARSHIP. Preference to be given to a resident of Westchester County, New York.

THE MOSES VAN CAMPEN CHAPTER D.A.R. SCHOLARSHIP. Endowed by Miss Elizabeth A. Low. Preference given to students from Columbia County, Pa.

THE JULIA VAN DUSEN SCHOLARSHIP. Endowed by Henry Logan '10. Preference given to residents of the Greater New York City area.

THE ALBERT AND NAOMI WATSON SCHOLARSHIP. Preference given to a student from Carlisle.

THE M. WILLIAM WEDELL SCHOLARSHIP. Endowed by Meta Hofer in memory of her brother.

THE M. HELEN LEHMAN WHITMOYER MEMORIAL SCHOLARSHIP. Endowed by Raymond B. Whitmoyer '13 in memory of his wife.

THE ELLA STICKNEY WILLEY SCHOLARSHIP.

THE ANNIE WINDOLPH SCHOLARSHIP. Awarded to a student or students preparing for a career in dentistry.

THE ROBERT J. AND JOANNE HARDICK WISE SCHOLARSHIPS.

THE REVEREND WILLIAM WOOD SCHOLARSHIP. Endowed by Miss Sarah Wood.

THE HELEN KISNER WOODWARD SCHOLARSHIPS. Endowed by Helen Kisner Woodward '08.

THE HUGH B. WOODWARD SCHOLARSHIPS. Endowed by the Hugh B. Woodward '08 and Helen K. Woodward '08 Trust.

THE EMMELINE MATILDA VAN RENSSELAER YARD MEMORIAL SCHOLARSHIPS. Endowed by John L. Yard, in memory of his wife. Preference given to students preparing to enter the ministry.

THE CHARLES K. ZUG MEMORIAL SCHOLARSHIP. Endowed by Lemuel Towers Appold, Esq. '82 in memory of Charles K. Zug '80, a Trustee of the College.

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THE EMILY MAY PHELPS ATWOOD LOAN FUND. Established by her parents, Mr. and Mrs. Andrew H. Phelps.

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THE CLARA RIEGEL STINE FUND. Used to assist students studying for the ministry of The United Methodist Church.

THE MARIA ELIZABETH VALE STUDENT SELF-HELP FUND. Endowed by Ruby R. Vale, Esq. '98 in memory of his daughter.

THE MARY A. WILCOX MEMORIAL FUND. Endowed by A. Dorothea Wilcox.

Students of the College may be eligible for other loan funds which are not administered by the College. Information concerning all loan opportunities may be obtained from the Treasurer of the College or from the Director of Student Aid.





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George Shuman, Jr., Ph.B., LL.D.

Ex Officio

Ex Officio

Life Members

First

Elected

1965	Carl P. Clare, B.Sc., D.Sc.	Arlington Heights, Ill.
1959	C. Wendell Holmes, A.B., A.M.	Cape May Court House, N. J.
1945	Sidney D. Kline, A.M., LL.B., LL.D.	Reading, Pa.
1958	Edward G. Latch, A.B., B.D., A.M., D.D., L.H.D.	Gaithersburg, Md.
1953	Henry Logan, A.M., LL.B.	Ormond Beach, Fla.
1967	John Wesley Lord, A.B., B.D., D.D., LL.D., S.T.D., H.H.D.	Washington, D. C.
1959	John B. Peters, Ph.B.	Gardners, Pa.
1930	S. Walter Stauffer, Ph.B.	York, Pa.
1952	Robert E. Woodside, A.B., J.D., LL.D.	Harrisburg, Pa.

Term Expires 1975

1961	Rolland L. Adams, LL.D.	Palm Beach, Fla.
1967	Robert W. Chilton, A.B.	Carlisle, Pa.
1959	John M. Davidson, A.B., Ed.M.	Wayne, Pa.
1958	Edward C. Raffensperger, Sc.B., M.D.	Philadelphia, Pa.
1965	Mary Ames Raffensperger, B.A., M.D., Sc.D.	Philadelphia, Pa.
1971	Vincent J. Schafmeister, Jr., A.B.*	Albany, N. Y.

Term Expires 1976

1965	John M. Hoerner, B.S., M.S., Sc.D.	Atlanta, Ga.
1968	Samuel J. McCartney, Jr., Ph.B., J.D.*	Atlanta, Ga.
1972	George L. Morrison, Jr., B.E., M.S.	Harrisburg, Pa.
1971	Alexander Rush, B.S., M.D.	Radnor, Pa.
1968	John S. Snyder, A.B.	Centre Lovell, Me.
1964	J. William Stuart, A.B.	Lumberville, Pa.
1974	Frank K. Tarbox, A.B., LL.B.	Philadelphia, Pa.
1971	Emil R. Weiss, A.B., M.B.A.	Bloomfield, N. J.

Term Expires 1977

1952	Carl C. Chambers, B.S., Sc.D., D.Sc.	Hawley, Pa.
1973	Marion Darragh Faucett*, A.B.	East Stroudsburg, Pa.
1974	William S. Masland, A.B.	Carlisle, Pa.
1969	John W. McConnell, A.B., Ph.D., D.Sc.	Trumansburg, N. Y.

* Alumni Trustee

1969	E. Donald Shapiro, A.B., LL.B.	Short Hills, N. J.
1948	Robert A. Waidner, A.B., LL.B.	Baltimore, Md.
1967	Myron F. Wicke, A.B., A.M., Ph.D., S.T.D.	Nashville, Tenn.
1966	Harry C. Zug, A.B., M.B.A.	Haverford, Pa.

Term Expires 1978

1961	Sherwood M. Bonney, A.B., LL.B.	Phoenix, Ariz.
1970	John D. Hopper, A.B., J.D.*	Camp Hill, Pa.
1958	William S. Jenkins, Ph. B., LL.B.	Frostburg, Md.
1966	C. Law McCabe, B.S., M.S., D.Sc., Sc.D.	Pittsburgh, Pa.
1954	W. Gibbs McKenney, Ph.D., J.D., LL.D.	Baltimore, Md.
1965	James R. Shepley, Litt.D.	Port Washington, N. Y.
1962	Boyd L. Spahr, Jr., A.B., LL.B.	Blue Bell, Pa.
1948	Samuel W. Witwer, Ph.B., J.D., L.H.D., S.J.D., LL.D.	Kenilworth, Ill.

FACULTY* 1974-1975

HOWARD L. RUBENDALL

The President of the College, Lemuel T. Appold Foundation (1961).

A.B., Dickinson College, 1931; D.D., 1945; M. Div., Union Theological Seminary, 1937; L.H.D., Trinity College, 1957; LL.D., University of Pennsylvania, 1966; LL.D., Dickinson School of Law, 1966.

GEORGE ALLAN

Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of Philosophy (1963).

B.A., Grinnell College, 1957; M.Div., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching, 1968-1969.*

PAUL F. M. ANGIOLILLO

Professor of French Language and Literature, Secretary of the Faculty (1962).

A.B., Columbia University, 1938; A.M. in French, Columbia University, 1939; Ph.D., 1946; Postdoctoral Studies, University of Geneva, 1946-7; Officier d'Académie, 1956; Officier des Palmes Académiques, 1961. *Lindback Award for Distinguished Teaching, 1964-1965.*

WILLIAM W. EDEL

The President of the College, Emeritus (1946).

A.B., Dickinson College, 1915; A.M., 1919; D.D., 1935; S.T.B., Boston University, 1921; L.H.D., Keuka College, 1944; D.D., Hobart College, 1944; LL.D., Gettysburg College, 1949; LL.D., University of Pennsylvania, 1949; D. Hu., Boston University, 1950; J.U.D., Lebanon Valley College, 1956; F.I.A.L., 1959.

* (Date first appointed appears in parenthesis)

WELLINGTON A. PARLIN

Professor Emeritus of Physics (1930).

A.B., Simpson College, 1921; M.S., University of Iowa, 1922; Ph.D., Johns Hopkins University, 1929.

HORACE E. ROGERS

Alfred Victor duPont Professor Emeritus of Analytical Chemistry (1925).

B.S., Dickinson College, 1924; M.S., Lafayette College, 1925; Ph.D., Princeton University, 1930. *Lindback Award for Distinguished Teaching, 1962–1963.*

WILLIAM D. GOULD

George Henry and Bertha Curry Ketterer Professor Emeritus of Philosophy and Religion (1937).

A.B., Wesleyan University, 1919; B.D., Garrett Biblical Institute, 1922; Ph.D., Boston University, 1929.

ELMER C. HERBER

Professor Emeritus of Biology (1929).

A.B., Ursinus College, 1925; A.M., University of Pennsylvania, 1929; Sc.D., Johns Hopkins University, 1941.

MARY B. TAINTOR

Professor Emerita of Romance Languages (1928).

A.B., Ripon College, 1911; A.M., Leland Stanford Jr. University, 1918.

FRIEDRICH SANDELS

Professor Emeritus of German (1946).

Ph.D., University of Giessen, Germany, 1912.

RALPH SCHECTER

Thomas Beaver Professor Emeritus of English Literature (1922).

A. B., University of Illinois, 1916.

CHARLES C. SELLERS

Librarian Emeritus with rank of Professor, Historian of the College and Curator of Dickinsoniana (1949).

B.A., Haverford College, 1925; M.A., Harvard University, 1926; Litt.D., Temple University, 1957.

ARTHUR M. PRINZ

Professor Emeritus of Economics (1948).

Ph.D., University of Berlin, 1923. *Lindback Award for Distinguished Teaching, 1965–1966.*

HENRY L. YEAGLEY

The Joseph Priestley Professor Emeritus of Natural Philosophy, Professor Emeritus of Physics and Astronomy (1958).

B.S., The Pennsylvania State University, 1925; M.S., 1927; Ph.D., 1934.

DONALD T. GRAFFAM

Professor Emeritus of Psychology and Education (1952).

A.B., University of Redlands, 1926; A.M., University of Southern California, 1933; Ed.D., 1949.

W. WRIGHT KIRK

Professor Emeritus of Modern Languages (1946).

A.B., University of Delaware, 1930; M.A., Middlebury French School, 1935; Ph.D., University of Illinois, 1955.

AMOS B. HORLACHER

Professor Emeritus of English (1947).

A.B., Wesleyan University, 1926; D.D., 1943; S.T.B. Union Theological Seminary, 1929; M.A., Columbia University, 1952; Ed.D., 1957. *Lindback Award for Distinguished Teaching, 1960-1961.*

CAROLINE H. KENNEDY

Professor Emerita of Modern Languages (1948).

A.B., Birmingham-Southern College, 1926; M.A., Alabama University, 1930; Docteur D'Université, Université Laval, 1942.

MARGARET M. RAMOS

Professor Emerita of Modern Languages (1950).

A.B., Syracuse University, 1931; M.A., University of Tennessee, 1948.

JOHN C. PFLAUM

Professor Emeritus of History (1946).

B.S., University of Pennsylvania, 1925; M.A., 1929. *Lindback Award for Distinguished Teaching, 1965-1966.*

ROGER E. NELSON

Professor Emeritus of Mathematics (1949).

B.S., U. S. Naval Academy, 1922; M.A., Dartmouth College, 1946.

RAY H. CRIST

Professor Emeritus of Chemistry (1963).

A.B., Dickinson College, 1920; Sc.D., 1960; A.M., Columbia University, 1922; Ph.D. 1926.

HENRY J. YOUNG

Charles A. Dana Professor Emeritus of History (1957).

A.B., Franklin and Marshall College, 1932; Ph.D., The Johns Hopkins University, 1955.

WILLIAM H. BENSON

Associate Professor Emeritus of Mathematics (1955).

B.S., U. S. Naval Academy, 1925; Graduate, U. S. Navy Post-graduate School, 1934.

ASA W. CLIMENHAGA

Associate Professor Emeritus of Education (1950).

A.B., Taylor University, 1919; M.A., Wittenberg University, 1940; Ed.D., Syracuse University, 1945.

HERBERT ROYCE

Associate Professor Emeritus of Modern Languages (1959).

Dr. rer. pol., University of Kaliningrad, 1926.

ALFRED N. HARTSHORN

Associate Professor Emeritus of English (1958).

A.B., University of Rochester, 1932; A.M., 1957.

DENNIS P. AKIN

Professor of Fine Arts, Chairman of the Department of Fine Arts (1969).
B.F.A., University of Kansas, 1956; M.F.A., University of Colorado, 1958.

HERBERT S. ALEXANDER*

Professor of Psychology (1963).
A.B., Brown University, 1952; M.A., Columbia University, 1960; Ph.D., 1965.

GEORGE ALLAN

Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of Philosophy (1963).
B.A., Grinnell College, 1957; M.Div., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching, 1968–1969.*

BRUCE R. ANDREWS

Professor of Political Science (1960).
A.B., Syracuse University, 1950; Ph.D., Maxwell Graduate School of Citizenship and Public Affairs, 1961.

PAUL F. M. ANGIOLILLO

Professor of French Language and Literature, Secretary of the Faculty (1962).
A.B., Columbia University, 1938; A.M. in French, Columbia University, 1939; Ph.D., 1946; Postdoctoral Studies, University of Geneva, 1946–47; Officier d'Académie, 1956; Officier des Palmes Académiques, 1961. *Lindback Award for Distinguished Teaching, 1964–1965.*

DOROTHY A. BACKER

Assistant Professor of French, Chairman of the Department of French (1973).
B.A., University of London, 1960; M.A., 1962; Ph.D., 1968.

KATHLEEN W. BARBER

Assistant Professor of Physical Education (1960).
A.B., Syracuse University, 1947.

LEE W. BARIC

Professor of Mathematics, Chairman of the Department of Mathematics (1964).
B.S., Dickinson College, 1956; M.Sc., Lehigh University, 1961; Ph.D., 1966.

DANIEL R. BECHTEL

Professor of Religion (1964).
A.B., Franklin and Marshall College, 1954; B.D., Yale University, 1958; Ph.D., Drew University, 1964. *Lindback Award for Distinguished Teaching, 1969–1970.*

JOAN M. BECHTEL

Assistant Catalogue Librarian with Rank of Assistant Professor (1971).
A.B., Wilson College, 1955; M.S. in L.S., Drexel University, 1971.

JOHN E. BENSON

Charles A. Dana Professor of Chemistry (1964).
B.S., The Pennsylvania State University, 1950; M.A., Princeton University, 1953; Ph.D., 1957.

* On leave, 1974–75.

PAUL J. BIEBEL

Professor of Biology (1963).

B.S., University of Notre Dame, 1949; M.S., St. Louis University, 1955; Ph.D., Indiana University, 1963.

ELIZABETH J. BILLINGS

Part-time Assistant Professor of French (1965).

A.B., Western Reserve University, 1944; M.A., French, 1945; Certificate, Hochschule für Musik, Stuttgart, Germany, 1954; M.A., German, Middlebury College German School, 1970.

MARIANNA BOGOJAVLENSKY

Professor of German and Russian Language and Literature (1963).

M.A., University of Helsinki, 1939; Ph.D., University of Pennsylvania, 1959. *Lindback Award for Distinguished Teaching, 1972-1973.*

HARRY F. BOOTH

Charles A. Dana Professor of Religion (1964).

A.B., Harvard College, 1949; S.T.B., Boston University, 1952; Ph.D., 1963. *Lindback Award for Distinguished Teaching, 1966-1967. Gano Award for Inspirational Teaching, 1970-1971.*

WILLIAM R. BOWDEN*

Professor of English, Thomas Beaver Chair of English Literature (1948).

A.B., Haverford College, 1935; A.M., Duke University, 1937; Ph.D., Yale University, 1948.

DOROTHY W. BOWERS

Reference Librarian with Rank of Associate Professor (1967).

B.A., Wilson College, 1963; M.S. in L.S., Drexel School of Library Science, 1967.

DONALD V. BOWIE

Assistant Professor of English (1969).

B.A., Tufts University, 1967; M.A., The Johns Hopkins University, 1969.

DAVID F. BRUBAKER

Professor of Drama, Chairman of the Department of Dramatic Arts and Speech (1956).

A.B., Franklin and Marshall College, 1948. *Lindback Award for Distinguished Teaching, 1967-1968.*

TRUMAN C. BULLARD

Associate Professor of Music (1965).

A.B., Haverford College, 1960; A.M., Harvard University, 1963; Ph.D., The University of Rochester, 1971. *Lindback Award for Distinguished Teaching, 1970-1971.*

JOHN RUFUS CALEB

Instructor of English (1973).

A.B., Dickinson College, 1971; M.A., Johns Hopkins University, 1972.

JAMES W. CARSON**

Associate Professor of History (1956).

B.S. in Education, Miami University, 1948; M.A., 1951.

* On leave, Fall Semester, 1974.

** On leave, 1974-1975.

ROBERT W. CAVENAGH, JR.

Director of Instructional Media with the Rank of Assistant Professor (1972).

A.B., Princeton University, 1965; M.Ed., University of Virginia, 1970.

DOROTHY H. CIESLICKI*

Serials Librarian with Rank of Associate Professor (1967).

B.S., Bucknell University, 1946; M.S. in L.S., School of Library Service, Columbia University, 1967.

EDWIN W. CONATSER

Instructor of Military Science (1972).

B.A., University of Colorado, 1968; Captain, Field Artillery, U. S. Army.

MARCIA B. CONNER

Part-time Assistant Professor of English, Chairman of the Department of English (1964).

B.A., Cornell College, 1947; M.A., Teachers College, Columbia University, 1949.

SUSAN P. CONRAD

Assistant Professor of American Studies (1973).

B.A., University of Texas at Austin, 1964; M.A., 1968; Ph.D., 1973.

STEPHEN B. COSLETT*

Professor of Psychology, Chairman of the Department of Psychology and Education (1960).

B.S., University of Pittsburgh, 1953; M.A., University of Denver, 1957; Ph.D., 1960.

DOROTHY W. CULP

Associate Professor of English (1970).

B.A., Muskingum College, 1952; M.A., University of Pennsylvania, 1956; Ph.D., Columbia University, 1967

MICHAEL L. DAVIS

Assistant Professor of Psychology (1972).

B.A., California State College at Long Beach, 1966; M.A., 1969.

MICHAEL P. DAVIS

Instructor of Philosophy (1974).

A.B., Cornell University, 1969; M.A., The Pennsylvania State University, 1973.

MARY S. deGRYS

Assistant Professor of Sociology and Anthropology, Chairman of the Department of Sociology-Anthropology (1971).

A.B., Georgia Southern College, 1967; Ph.D., The New School for Social Research, 1973.

WILLIAM A. DEUTSCHMAN

Assistant Professor of Physics (1974).

B.S., University of Washington, 1960; M.S., University of Illinois, 1962; Ph.D., University of Colorado, 1967.

* On leave, Fall Semester, 1974.

JOHN W. DRAPER*

Assistant Professor of Spanish (1968).
B.A., DePauw University, 1965; M.A., Middlebury College, 1968.

JOSEPH G. DuCHARME

Associate Professor of Physical Education (1955).
B.S. in Physical Education, Ithaca College, 1948; M.A. in Physical Education, New York University, 1951.

CYRIL W. DWIGGINS

Assistant Professor of Philosophy, Chairman of the Department of Philosophy (1970).
B.A., Aquinas Institute, 1955; M.A., 1956.

DAVID B. EAVENSON

Associate Professor of Physical Education, Director of Athletics (1955).
B.S., Bucknell University, 1954.

BEVERLEY R. EDDY

Assistant Professor of German, Chairman of the Department of German and Russian (1973).
B.A., College of Wooster, 1961; M.A., Indiana University, 1964; Ph.D., 1970.

LARRY A. ENGBERG

Assistant Professor of Psychology (1973).
B.S., Montana State University, 1968; M.A., University of Colorado, 1972; Ph.D., 1973.

CARRA A. FERGUSON

Instructor of Fine Arts (1973).
B.S., The Pennsylvania State University, 1964; M.A., University of Pittsburgh, 1970.

FREDERICK P. FERRÉ*

Charles A. Dana Professor of Philosophy, Mace Bearer (1962).
A.B., Boston University, 1954; M.A., Vanderbilt University, 1955; Ph.D., University of St. Andrews, 1959.

R. LEON FITTS

Assistant Professor of Classical Studies (1972).
B.A., Baylor University, 1963; M.A., University of Georgia, 1967; Ph.D., The Ohio State University, 1971.

DONALD W. FLAHERTY*

Professor of Political Science (1952).
A.B., Syracuse University, 1943; Ph.D., 1954.

MILTON E. FLOWER

Robert Blaine Weaver Professor of Political Science (1947).
A.B., Dickinson College, 1931; A.M., Columbia University, 1938; Ph.D., 1946.

YATES M. FORBIS

Librarian with Rank of Associate Professor (1965).
B.S., Appalachian State Teachers College, 1951; M.A., 1955; M.S. in L.S., Columbia University, 1960.

* On leave, 1974-1975.

ARTURO A. FOX

Associate Professor of Spanish (1966).

Bachelor of Letters and Sciences, The Friends School, Instituto Pre-universitario de Holguin (Cuba), 1952; Doctor en Derecho, University of Havana, 1960; Ph.D., University of Minnesota, 1971.

GEORGE FRIEDMAN

Instructor of Political Science (1974).

B.A., City College of the City University of New York, 1970; M.A., Cornell University, 1973.

JAMES C. GALBRAITH

Instructor of Military Science (1974).

B.S., Clarion State College, 1958; Major, Quartermaster Corps, U.S. Army.

CLARKE W. GARRETT

Professor of History, Chairman of the Department of History (1965).

B.A., Carleton College, 1956; M.S., University of Wisconsin, 1957; Ph.D., 1961.

WARREN J. GATES

Robert Coleman Professor of History (1951).

A.B., Duke University, 1941; A.M., University of Pennsylvania, 1947; Ph.D., 1951.

WILBUR J. GOBRECHT

Associate Professor of Physical Education, Chairman of the Department of Physical Education, Head Football Coach (1960).

A.B., Dickinson College, 1952; A.M., Duke University, 1959.

JAMES K. HACKETT

Instructor of Military Science (1973).

B.S., United States Military Academy, 1966; M.B.A., Tulane University, 1973; Captain, Infantry, U. S. Army.

HENRY W. A. HANSON, III

Associate Professor of Geology, Chairman of the Department of Geology (1966).

B.S., University of Alaska, 1960; M.S., The Pennsylvania State University, 1965; Ph.D., 1968.

ROBERT W. HAPPE

Instructor of Military Science (1973).

A.B., Providence College, 1965; M.A., The Pennsylvania State University, 1973; Captain, Adjutant General Corps, U. S. Army.

WILLIAM A. HARMS

Associate Professor of English (1968).

B.A., Hope College 1961; M.A., Michigan State University, 1963; Ph.D., Indiana University, 1971.

FRANK R. HARTMAN

Associate Professor of Psychology (1960).

B.S., The Pennsylvania State University, 1953; M.S., 1955; Ph.D., 1957.

CHARLES M. HARVEY*

Associate Professor of Mathematics (1972).

A.B., Harvard University, 1961; Ph.D., Stanford University, 1965.

JOHN S. HENDERSON

Associate Professor of French, Director of Off-Campus Studies (1966).

A.B., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966.

BARRY M. HERMAN

Assistant Professor of Economics (1973).

A.B., Columbia University, 1965; M.B.A., University of Chicago, 1967; Ph.D., University of Michigan, 1974.

A. CRAIG HOUSTON

Professor of Economics, Chairman of the Department of Economics, Marshal of the College (1956).

A.B., The Pennsylvania State University, 1951; Graduate School for English Speaking Students, University of Stockholm, 1952; Ph.D., The Pennsylvania State University, 1962.

MARVIN ISRAEL*

Assistant Professor of Sociology (1968).

B.A., City College of New York, 1959.

BENJAMIN D. JAMES

Richard V. C. Watkins Professor of Psychology and Education, Acting Chairman (Fall Semester) of the Department of Psychology and Education (1941).

A.B., Dickinson College, 1934; M.A., Bucknell University, 1936; Ph.D., University of Pennsylvania, 1962.

CHARLES A. JARVIS

Associate Professor of History (1969).

B.A., DePauw University, 1963; M.A., University of Missouri, 1964; Ph.D., 1969.

GRACE L. JARVIS

Visiting Part-time Instructor of Spanish.

B.A., DePauw University, 1966; M.A., University of Missouri, 1969.

WILLIAM B. JEFFRIES

Professor of Biology. Chairman of the Department of Biology (1959).

B.S., University of Pittsburgh, 1949; M.A., University of North Carolina, 1952; Ph.D., 1955. *Lindback Award for Distinguished Teaching, 1964-1965.*

VYTAUTAS M. KAVOLIS

Professor of Sociology (1964).

B.A., University of Wisconsin, 1952; M.A., Harvard University, 1956; Ph.D., 1960.

PAUL E. KAYLOR

Chaplain of the College, Adjunct Professor of Religion (1967).

B.A., Mercer University, 1951; M.Div., Yale University, 1954.

* On leave, Spring Semester, 1975.

FLINT KELLOGG

Boyd Lee Spahr Professor of History (1946).

A.B., Bard College of Columbia University, 1931; M.A., Harvard University, 1933; L.H.D., Bard College, 1960; Ph.D., The Johns Hopkins University 1963.

JOHN L. KING

Associate Professor of Accounting (1959).

B.A., Princeton University, 1948; M.A., University of Denver, 1950. *Ganoe Award for Inspirational Teaching, 1971-1972.*

MICHAEL B. KLINE*

Associate Professor of French (1968).

B.A., Rutgers—The State University, 1961; M.A., Brown University, 1962; Ph.D., 1971.

DENNIS S. KLINGE

Assistant Professor of History (1973).

B.A., Amherst College, 1965; Ph.D., Cornell University, 1973.

RUDOLPH M. KOCH

Assistant Professor of Mathematics (1972).

B.A., Rutgers University, 1966; M.Sc., Lehigh University, 1968; Ph.D., 1972.

SYLVESTER KOHUT, JR.

Assistant Professor of Education (1973).

B.S., Pennsylvania State University, 1964; M.Ed., Temple University, 1968; Ph.D., Pennsylvania State University, 1971.

HARRY D. KREBS

Assistant Professor of Non-Western Studies (1972).

B.A., University of Nebraska, 1963; B.D., United Theological Seminary of the Twin Cities, 1966.

RICHARD M. LANE

Associate Professor of Biology (1967).

B.S., Loyola College, 1959; M.S., University of Maryland, 1963; Ph.D., 1969.

SHARON A. LATCHAW

Instructor of Fine Arts (1974).

B.A., Rosemont College, 1970; M.A., University of Pittsburgh, 1971.

KENNETH L. LAWS

Associate Dean of the College, Director of Summer School, Associate Professor of Physics (1962).

B.S., California Institute of Technology, 1956; M.S., University of Pennsylvania, 1958; Ph.D., Bryn Mawr College, 1962.

PRISCILLA W. LAWS

Associate Professor of Physics (1965).

B.A., Reed College, 1961; M.A., Bryn Mawr College, 1963; Ph.D., 1966.

JOEL H. LEVINSON

Assistant Professor of Philosophy (1974).

B.A., Oakland University, 1965; M.A., University of Rochester, 1971; Ph.D., 1973.

* On leave, 1974-1975.

ROBERT E. LEYON

Associate Professor of Chemistry (1969).

B.A., Williams College, 1958; M.A., Princeton University, 1960; Ph.D., 1962.

JOHN H. LIGHT

Associate Professor of Mathematics (1959).

B.S., Lebanon Valley College, 1948; M.S. in Physics, The Pennsylvania State University, 1950; M.S., Eng. Mech., 1957.

PHILIP N. LOCKHART

Professor of Classical Languages, Asbury J. Clarke Chair of Latin, Chairman of the Department of Classical Languages (1963).

B.A., University of Pennsylvania 1950; M.A., University of North Carolina, 1951; Ph.D., Yale University, 1959. *Ganoe Award for Inspirational Teaching, 1968-1969; 1972-1973.*

HOWARD C. LONG

Professor of Physics, Joseph Priestley Chair of Natural Philosophy (1959).

A.B., Northwestern University, 1941; Ph.D., Ohio State University, 1948.

JOHN W. LUETZELSCHWAB

Associate Professor of Physics (1968).

A.B., Earlham College, 1962; M.A., Washington University, 1968; Ph.D., 1968.

SILVINE S. MARBURY

Instructor of English (1973).

B.A., Bryn Mawr College, 1963.

ELAINE S. MARCOTTE

Instructor of History (1973).

B.A., Bard College, 1969; M.Phil., Yale University, 1971.

VICTOR A. MARCUS

Professor of Military Science (1972).

B.S., Temple University, 1971; M.B.A., 1972; Lieutenant Colonel, Corps of Engineers, U. S. Army.

PETER E. MARTIN

Professor of Mathematics (1965).

B.A., Yale University, 1950; M.A., Harvard University, 1951; Ph.D., 1958.

ENRIQUE J. MARTÍNEZ-VIDAL

Associate Professor of Romance Languages, Chairman of the Department of Spanish and Italian (1965).

Licenciado (Filosofía y Letras), Universidad de Barcelona, 1953; M.A., Temple University, 1960; Ph.D., University of Pennsylvania, 1970.

MADELYN C. McDADE MASSEY

Assistant Reference Librarian with Rank of Assistant Professor (1970).

B.A., Dickinson College, 1969; M.L.S., Drexel University, 1970.

BARBARA B. McDONALD

Professor of Biology (1956).

B.S., Simmons College, 1948; M.A., Columbia University, 1955; Ph.D., 1957.

DANIEL J. McDONALD

Professor of Biology (1956).

B.S., Siena College, 1950; M.A., Columbia University, 1952; Ph.D., 1955.

RUTH M. McMEANS

Instructor of French (1974).

B.A., Mundelein College, 1963; M.A., University of Colorado, 1968.

CRAIG H. MORGAN

Part-time Instructor in Economics (1974).

B.A., Amherst College, 1958; M.A., University of Michigan, 1966.

SING-HUEN P. MORGAN

Part-time Instructor in Economics (1974).

B.A., University of Michigan, 1966.

THERESA G. MUNSON

Assistant Catalogue Librarian with Rank of Instructor (1973).

B.S., West Chester State College, 1946; M.A., Middlebury College, 1949; M.S. in L.S., Shippensburg State College, 1972.

CORDELIA M. NEITZ

Catalogue Librarian with Rank of Associate Professor (1963).

B.S. in L.S., Syracuse University, 1931; M.S. in Ed., Temple University, 1968.

WILLIAM J. NICKEY

Assistant Professor of Physical Education (1966).

B.S., West Chester State College, 1957; M.Ed., 1968.

PHILIP D. NICOLL

Assistant Professor of Political Science (1970).

B.A., Southern Illinois University, 1965; M.A., 1967.

K. ROBERT NILSSON

Professor of Political Science, Chairman of the Department of Political Science (1962).

B.A., Temple University, 1951; M.A., The Johns Hopkins University, 1957; Ph.D., Columbia University, 1964. *Lindback Award for Distinguished Teaching, 1963-1964.*

MICHAEL K. O'HEERON, JR.

Director of Academic Computing with rank of Assistant Professor (1973).

B.S., Texas A & M University, 1962; M.S., 1966.

CLIFFORD A. PENCE, JR.

Assistant Professor of Mathematics (1969).

A.B., Knox College, 1965; A.M., University of Illinois, 1967.

GERALD J. PETRUCELLI

Assistant Professor of French and Italian (1974).

A.B., Dickinson College, 1964; M.A., University of Wisconsin, 1965; Ph.D., 1970.

FRED C. PETTY

Assistant Professor of Music (1971).

B.Mus., Texas Christian University, 1961; M.A., Cornell University, 1964; Ph.D., Yale University, 1971.

RICHARD L. POOLE

Assistant Professor of Dramatic Arts and Speech (1972).

B.S., University of Oregon, 1967; M.F.A., University of Portland, 1969.

J. FORREST POSEY, JR.

Associate Professor of Music, Chairman of the Department of Music (1962).

B.Mus., Hardin-Simmons University, 1951; M.Mus., University of Texas, 1954; M.A., Harvard University, 1962.

NOEL POTTER, JR.

Associate Professor of Geology (1969).

A.B., Franklin and Marshall College, 1961; M.A., Dartmouth College, 1963; Ph.D., University of Minnesota, 1969.

HAROLD L. PRICE

Assistant Professor of Physical Education (1972).

B.S., Lock Haven State College, 1958; M.Ed., Slippery Rock State College, 1971.

C. JOHN RALPH

Instructor of Biology (1973).

A.B., University of California at Berkeley, 1963; M.S., California State University, 1965.

GEORGE N. RHYNE

Associate Professor of History (1965).

A.B., Davidson College, 1961; M.A., University of North Carolina, 1963; Ph.D., 1968.

DIETER J. ROLLFINKE

Assistant Professor of German (1964).

B.S., Rensselaer Polytechnic Institute, 1963; M.A., Columbia University, 1966.

GERALD C. ROPER

Professor of Chemistry, Chairman of the Department of Chemistry (1962).

A.A., Boston University, 1953; B.A., 1956; Ph.D., 1966.

KENNETH M. ROSEN

Associate Professor of English (1969).

B.A., Cornell University, 1959; M.A., California State University, San Francisco, 1964; Ph.D., University of New Mexico, 1969.

S. NED ROSENBAUM

Assistant Professor of Judaic Studies, Coordinator of Judaic Studies (1970).

B.A., Tulane University, 1961; M.A., Brandeis University, 1967; Ph.D., 1974.

EUGENE J. ROSI

Professor of Political Science, Coordinator of Long Range Planning (1965).

B.A., Syracuse University, 1952; M.A., 1953; Diploma, The Johns Hopkins School of Advanced International Studies (Bologna), 1958; Ph.D., Columbia University, 1964. *Ganoe Award for Inspirational Teaching, 1969-1970.*

WILLIAM R. SCHEARER*

Associate Professor of Chemistry (1968).

B.S., Ursinus College, 1957; M.A., Princeton University, 1959; Ph.D., 1963.

JOSEPH H. SCHIFFMAN

Professor of English, James Hope Caldwell Chair of American Studies (1958).

B.A., Long Island University, 1937; M.A., Columbia University, 1947; Ph.D., New York University, 1951. *Lindback Award for Distinguished Teaching, 1961-1962.*

H. WADE SEAFORD, JR.**

Associate Professor of Anthropology (1961).

A.B., Wheaton College, 1946; Graduate Studies, Escuela Nacional de Antropología e Historia, 1948-50; A.M., Harvard University, 1964; Ph.D., 1971.

DONALD R. SEIBERT

Associate Professor of Physical Education (1957).

B.S., George Washington University, 1943; M.A., Columbia University, 1950.

FRANCIS J. SHAY

Assistant Professor of Biology (1974).

B.S., Morehead State University, 1965; M.S., 1968; Ph.D., Virginia Polytechnic Institute, 1971.

RICHARD M. SHEELEY

Associate Professor of Chemistry (1969).

B.S., University of Utah, 1957; M.S., The Pennsylvania State University, 1959; Ph.D., Brigham Young University, 1964.

RICHARD M. SIA

Professor of Physics (1954).

B.S., Northwestern University, 1928; M.S., University of Chicago, 1932.

ROBERT D. SIDER*

Associate Professor of Classical Languages (1968).

B.A., University of Saskatchewan, 1955; M.A., 1956; B.A., Oxford University, 1958; M.A., 1964; Ph.D., 1965. *Lindback Award for Distinguished Teaching, 1973-1974.*

WILLIAM SLOANE

Martha Porter Sellers Professor of English (1946).

A.B., Hamilton College, 1932; M.A., Columbia University, 1933; Ph.D., 1947.

* On leave, 1974-1975.

** On leave, Spring Semester, 1975.

RALPH L. SLOTTEN

Associate Professor of Religion, Chairman of the Department of Religion (1966).

B.A., Drake University, 1948; B.D., Drake Divinity School, 1951; M.A., University of Chicago, 1958; Ph.D., 1966.

T. SCOTT SMITH*

Associate Professor of Physics (1969).

A.B., Princeton University, 1963; Ph.D., University of Maryland, 1967.

GREGORY A. STALEY

Instructor of Classical Languages (1974).

B.A., Dickinson College, 1970; M.A., Princeton University, 1973.

PETER L. STEINER

Associate Professor of Modern Languages (1969).

A.B., University of Miami, 1962; M.A., University of Pittsburgh, 1967; Ph.D., 1969.

JACK R. STODGHILL*

Associate Professor of Mathematics (1967).

A.B., Wabash College, 1957; M.S., Purdue University, 1960; Ph.D., Brown University, 1971.

ANDRÉS SURÍS

Assistant Professor of Spanish (1973).

Licenciado en Derecho, Universidad de Barcelona, 1941; M.A., University of Minnesota, 1968; Ph.D., 1972.

CANDADAI K. TIRUMALAI

Associate Professor of English (1967).

B.A., Osmania University, India, 1957; M.A., 1959; Ph.D., University of Pennsylvania, 1969. *Lindback Award for Distinguished Teaching, 1971-1972. Ganoë Award for Inspirational Teaching, 1973-1974.*

JEANNE H. TONEY

Part-time Visiting Professor of History

B.A., Ohio Wesleyan University, 1950; M.A., 1956; Ph.D., 1962.

WILLIAM W. VERNON**

Professor of Geology (1957).

B.A., University of New Hampshire, 1952; M.S., Lehigh University, 1955; Ph.D., 1964. *Lindback Award for Distinguished Teaching, 1966-1967.*

LEE ANN WAGNER

Assistant Professor of Physical Education (1952; 1966).

B.S., The Pennsylvania State University, 1948.

RICKY T. WALKER

Part-time Instructor in Sociology-Anthropology (1973).

A.B., Dickinson College, 1971.

* On leave, 1974-75.

** On leave, Fall Semester, 1974.

ANTHONY A. WALSH

Assistant Professor of Psychology (1973).

A.A., Worcester Junior College, 1961; B.A., American International College, 1964; M.S., Springfield College, 1966; Ph.D., University of New Hampshire, 1974.

RICHARD H. WANNER

Professor of Psychology (1946; 1961).

A.B., Franklin and Marshall College, 1939; Ed.M., Harvard University, 1940; Ed. D., 1968.

FRANCIS W. WARLOW

Professor of English (1947).

A.B., The Johns Hopkins University, 1931; M.A., University of Pennsylvania, 1946; Ph.D., 1959.

DAVID L. WATKINS*

Assistant Professor of Physical Education, Coordinator of Physical Activities, Head Basketball Coach (1967).

B.S., The Pennsylvania State University, 1958; M.A., State University of Iowa, 1961.

STEPHEN WEINBERGER

Associate Professor of History, Director, Center for European Studies, Bologna, Italy (1969).

B.A., Northeastern University, 1965; M.A., University of Wisconsin, 1966; Ph.D., 1969.

ERIC C. WELLER

Assistant Professor of Fine Arts (1970).

B.F.A., University of Colorado, 1968; M.F.A., 1970.

WILLIAM H. WISHMEYER

Professor of English (1957).

B.A., The Johns Hopkins University, 1948; M.A., 1949; Ph.D., University of Pennsylvania, 1957.

NEIL S. WOLF

Associate Professor of Physics, Chairman of the Department of Physics and Astronomy (1967).

B.S., Queens College, 1958; M.S., Stevens Institute of Technology, 1960; Ph.D., 1966.

KENNETH M. WOLGEMUTH*

Assistant Professor of Geology (1971).

B.S., Wheaton College, 1965; M.S., Columbia University, 1969; Ph.D., 1972.

ISINGARD M. WOODWORTH

Assistant Cataloguer with Rank of Assistant Professor (1969).

A.B., University of California, Berkeley, 1968; M.L.S., 1969.

LEWIS C. WOODWORTH

Assistant Professor of Russian and German (1968).

A.B., University of California, Berkeley, 1965; M.A., 1967.

* On leave, Spring Semester, 1975.

DIRECTORY OF COLLEGE SERVICES 1974-1975

OFFICE OF THE PRESIDENT

Howard L. Rubendall

The President of the College, Lemuel T. Appold Foundation (1961).

A.B., Dickinson College, 1931; D.D., 1945; M.Div., Union Theological Seminary, 1937; L.H.D., Trinity College, 1957; LL.D., University of Pennsylvania, 1966; LL.D., Dickinson School of Law, 1966.

Arthur D. Platt

Executive Assistant to the President (1962).

B.S., Trinity College, 1928; M.A., Columbia University, 1935.

OFFICE OF THE VICE PRESIDENT

George Shuman, Jr.

Vice President (1935).

Ph.B., Dickinson College, 1937; LL.D., Lycoming College, 1958.

DIVISION OF ACADEMIC AFFAIRS

George Allan

Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of Philosophy (1963).

B.A., Grinnell College, 1957; B.D., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching, 1968-1969.*

Kenneth L. Laws

Associate Dean of the College, Director of Summer School, Associate Professor of Physics (1962).

B.S., California Institute of Technology, 1956; M.S., University of Pennsylvania, 1958; Ph.D., Bryn Mawr College, 1962.

John S. Henderson

Associate Professor of French, Director of Off-Campus Studies (1966).

B.A., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966.

Paul H. Anderson

Registrar (1969).

B.S., Bloomsburg State College, 1958; M.S., Southern Illinois University, 1961.

Robert W. Cavenagh, Jr.

Director of Instructional Media with the Rank of Assistant Professor (1972)

A.B., Princeton University, 1965; M.Ed., University of Virginia, 1970.

Michael K. O'Heeron, Jr.

Director of Academic Computing with Rank of Assistant Professor (1973)

B.S., Texas A. & M. University, 1962; M.S., 1966.

Yates M. Forbis

Librarian with Rank of Associate Professor (1965).

B.S., Appalachian State Teachers College, 1951; M.A., 1955; M.S. in L.S., Columbia University, 1960.

DIVISION OF EDUCATIONAL SERVICES

Robert A. Barr, Jr.

Dean of Educational Services (1973).

B.A., Swarthmore College, 1956; M.A., University of Pennsylvania, 1961.

Mary W. Carson

Associate Dean of Special Programs, The George Metzger Chair of the Dean of Women (1968).

B.A., Wichita State University, 1959; M.A., 1960.

Stephen E. Markwood

Associate Dean of Residential Services (1970).

B.S., Bowling Green University, 1964; M.S., 1968.

Maryanne P. Cunningham

Coordinator of Housing and Programs (1973).

B.A., State University of New York at Albany, 1970; M.A., 1971.

Howard E. Figler

College Counselor (1970).

A.B., Emory University, 1960; M.B.A., New York University, 1961; Ph.D., Florida State University, 1968.

William R. Sloan

College Counselor (1972).

B.S., North Carolina Central University, 1971.

Charles L. Twichell

Director of Student Aid (1968).

B.A., Wesleyan University, 1950.

David L. Watkins

Assistant Professor of Physical Education, Coordinator of Physical Activities, Head Basketball Coach (1967).

B.S., The Pennsylvania State University, 1958; M.A., State University of Iowa, 1961.

David B. Eavenson

Associate Professor of Physical Education, Director of Athletics (1955).

B.S., Bucknell University, 1954.

Donald R. Seibert

Associate Professor of Physical Education, Director of Intramurals (1957).

B.S., George Washington University, 1943; M.A., Columbia University, 1950.

H. Robert Gasull, Jr.

College Physician (1964).

B.S., Dickinson College, 1953; M.D., Medical College of Temple University, 1957.

Kenneth R. Guistwite

College Physician (1973).

B.S., Ursinus College, 1968; M.D., Medical College of Temple University, 1973.

Robert A. Hollen

College Physician (1965).

B.A., Pennsylvania State University, 1954; M.D., Medical College of Temple University, 1958.

Harold G. Kretzing

College Physician (1965).

B.S., Albright College, 1955; M.D., Medical College of Temple University, 1959.

Luther M. Whitcomb

College Physician (1960).

B.S., Dickinson College, 1934; M.D., Medical College of Temple University, 1938.

Esther M. Bushey, R.N.

Director, Health Center (1960).

Annette G. Wymond, R.N.

Assistant Director, Health Center (1964).

Annabelle Pangonas, R.N.

Staff Assistant, Health Center (1968).

Nona Westerhoff, R.N.

Staff Assistant, Health Center (1967).

OFFICE OF ADMISSIONS

R. James Kornish

Associate Director of Admissions (1969).

B.A., Alfred University, 1961.

Robert S. Thomas

Assistant Director of Admissions (1973).

B.A., Dartmouth College, 1968; M.A., Bucknell University, 1973.

Mary E. Moser

Admissions Counselor (1973).

A.B., Dickinson College, 1972.

OFFICE OF THE CHAPLAIN

Paul E. Kaylor

Chaplain of the College, Adjunct Professor of Religion (1967).

B.A., Mercer University, 1951; M. Div., Yale University, 1954.

Barbara Ann Chaapel

Assistant Chaplain, Women's Counselor (1973).

B.A., University of Delaware, 1970; M. Div., Princeton Theological Seminary, 1973.

DIVISION OF BUSINESS AND FINANCIAL AFFAIRS

John W. Woltjen

Business Manager and Treasurer (1970).

B.S., Moravian College, 1959.

Barry L. Gaal

Assistant Business Manager (1971).

B.S., Moravian College, 1961.

Robert W. Belyea

Comptroller (1968).

B.A., Colby College, 1951.

Raymond R. Shaffer, C.P.A.

Assistant Comptroller (1974).

B.A., Bloomsburg State College, 1971; M.B.A., University of Denver, 1972.

Robert H. Rasch

Director of Personnel and Summer Conferences (1973).

B.S., University of Rhode Island, 1965; M.B.A., University of Massachusetts, 1972.

Richard L. Clites

Manager, Computer Service Center (1968).

A.A., Harrisburg Area Community College, 1974.

Donald L. Souder

Administrative Programmer, Computer Service Center (1973).

B.S., Lycoming College, 1973.

Howard G. Baum

Director of Holland Union-College Bookstore (1964).

A.B., Dickinson College, 1950.

George L. Eurich

Director of Physical Plant (1970).

Frank P. Menges

Supervisor of Maintenance (1965).

J. Grant Shatzer, Jr.

Supervisor of Plant Services (1961).

Eugene L. Salisbury

Assistant Director, Food Services (1965).

Ernest E. Talbot

Supervisor of Campus Security (1971).

DIVISION OF COMMUNICATIONS AND DEVELOPMENT

Leonard G. Doran

Executive Director of Communications and Development (1973).

B.A., Harvard University, 1942; M.A., George Washington University, 1949.

J. Brooks Jones

Associate Director of Development (1974).

B.A., West Virginia Wesleyan College, 1962.

George F. Stehley

Director of Public Relations, Alumni Secretary (1970).

A.B., Dickinson College, 1962.

Joseph J. McHugh, Jr.

Director of Planned Giving (1974).

B.S., Villanova, 1958; M.B.A., University of Pennsylvania, Wharton, 1964.

John F. Marcy

Assistant Director of Annual Giving (1973).

A.B., Dickinson College, 1971.

Raymond C. Jones

Director of Publications (1974).

A.B., Dickinson College, 1970; M.S. Journ., University of Illinois, 1971.

Howard Kolus

Director, News Office (1970).

B.A., Fresno State College, 1963.

Jeffrey H. Wiles

Assistant News Director (1973).

B.A., Shippensburg State College, 1972.

STANDING COMMITTEES

The President of the College is a member ex officio of the Faculty Committee on Personnel and of all College committees.

The Dean of the College and the Dean of Educational Services are members ex officio without vote on any College committee to which they are not explicitly named as regular members.

Terms

Expire

Faculty Committee on Personnel*

1975—Professor Roper

1976—Professors Rhyne and Rosen

1977—Professors Booth and Tirumalai

* The Dean of the College is a member ex officio.

College Committee on Academic Program

1975—Professors Luetzelschwab and Rosenbaum
1976—Professors Davis and Petty
1977—Professors Andrews and Backer
Students—Messrs. Doubt, O'Neill and Weinstein
Dean of the College, Registrar and Librarian**

College Committee on Institutional Priorities and Resources

1975—Professor Houston
1976—Professors Gates and B. McDonald
1977—Professor Benson
Students—Messrs. Blatstein and Ziegler and the President of Student Senate
Dean of the College, Dean of Educational Services, Chief Fiscal Officer and One
Trustee appointed by the President of the College

College Committee on Academic Standards

1975—Professor Baric
1976—Professor Poole
1977—Professors Klinge and Light
Students—Miss Courtney, Mr. Ross
Associate Dean of the College and Registrar**

College Committee on Student Affairs

1975—Professor J. Bechtel
1976—Professor Fitts
1977—Mr. Conatser
Students—Misses Fox, Grabner and Kane; Messrs. Goodwin, Port and Younkin
Dean of Educational Services, Associate Dean of Special Programs and Associate Dean
of Residential Services

College Committee on Admissions and Financial Aid

1975—Miss Marcotte, Professor Nilsson
1976—Professor Biebel
1977—Professor Conner
Students—Messrs. Carey, Lambert and Quiggle
Dean of the College, Dean of Educational Services, Director of Admissions and Direc-
tor of Student Aid**

** Without vote.

College Committee on Communications and Development

1975—Professor Harvey

1976—Professor Dwiggin

1977—Professor Henderson

Students—Misses Deemer and Kreder; Mr. Fisher

Editor-in-Chief of *The Dickinsonian*

Executive Director of Communications and Development, Chairman

Vice President of the College, Director of Public Relations and Alumni Secretary

Faculty Committee on Academic Freedom and Tenure

1975—Professors Kavolis, Posey and Hartman

1976—Professors Akin and Nilsson

1977—Professors James and Schiffman

Faculty Committee on Research and Development

1975—Professors Culp, Kavolis and Ralph

1976—Professors Akin, Walsh and Wolf

Dean of the College, Librarian and the Associate Director of Development**

Faculty Mediation Committee

1975—Professor P. Laws

1976—Professor King

1977—Professor Fox

** Without vote.

CANDIDATES FOR DEGREES

Commencement, June 2, 1974

BACHELOR OF ARTS

- Elizabeth Read Aaron
 Marc Alan Abbott
 Mitzi Vanessa Abney
 Elissa Sue Aks
 Robert Scott Aldridge
 Jill Marie Alexander
 Timothy L. Anderson
 Michelle Grace Andres
 Thomas Raymond Armbruster
 Susan Carol Armstrong
 Gail Sinclair Arnold
 Kenneth Charles Baker
 Rena Mae Baker
 Mary Lou Ballinger
 Kim E. Banister
 Susan Jean Beckert
 †Allen Belden, Jr.
 Gregory Kim Bellias
 *Langdon Donald Bensing, Jr.
 Cinda Sue Berry
 Paula Jane Bickert
 Ann Marie Biebel
 James Landon Bierman
 Vivian Ludington Binder
 Damon Stuart Blank
 Richard Karl Blatt
 Lise Alma Blumberg
 Sam Izzie Blumenstyk
 Michael Joseph Boerger
 Terry Lynne Borda
 John Emory Borger
 Michael Alan Bose
 Leone Ruth Botwinick
 John Francis Bracaglia, Jr.
 Robert Joseph Brenzinski
 Philip Suttle Briscoe
 Sally Brookway
 Wesley Louis Brook
 Paul Thomas Bucci
 John Joseph Buchy, Jr.
 John Michael Budzyna
 Theodore Wallace Cann
 Ronald Caporizzo
 John Matthew Cappello
 Paul Henry Carlson
 Denise J. Carpenter
 John Charles Carr
 Vincent James Castiglia
 Beth Anne Catania
 Patricia Ann Chambers
 Clark John Chandler
 Robert Martin Cherrey
 Joseph John Chmura, III
 John Howard Church
 Paul Michael Clyons
 †Philip Martin Cohen
 Jeffrey Preston Coho
 *Sherry Ann Coiner
 Jack Harley Coleman, Jr.
 *John James Conly
 Robert Glenn Conway
 William James Cook
 Dawn Marie Cooper
 †Charles Reynolds Coslett
 John Raymond Cotter, III
 John Van Cramer
 Michael Anderson Crowley
 Benjamin George Dann, III
 Bruce Thurston Davis, Jr.
 Pamela Ann DeKay
 Christine Elizabeth Demmy
 Mary Louise Devereaux
 Roy Steven Diamond
 †Mary Wisseman Donahue
 †James Patrick Donick
 Paul Edward Doros
 Laurie W. Douglas
 Gregory Kenneth Douglass
 Susan E. Drumheller
 Margaret Blakeley Dunbar
 Charles Lloyd Eater, III
 John Clark Echols, Jr.
 Andrew Edwards
 Cynthia Anne Egbert
 Carol Louise Elbert
 Linda Darlene Ellard
 †Joan Eltonhead
 Bonnie Ellen Everett
 *Sharon Gail Fegan
 Lawrence Eugene Feldman
 Jean Melton Ferry
 Elena L. Filios
 John Richard Fiorino, Jr.
 *Maria Christina Flagg
 Fred Lee Flanzer
 *Edward Gernel Fletcher
 Althea Victoria Fonville
 Douglas Friedrich
 Christopher William Fry
 Beth Donna Gamburg
 Howard Hutchinson Ganson, III
 Robert L. Garber
 Alice Louise George
 Daniel Robert Gilbert, Jr.
 †Nancy Porter Gillespie
 Jeffrey Sothoron Gilliams
 *Linda Jean Godlove
 Elizabeth Sterett Gorman
 George Thomas Gorman
 *Carl Eugene Gottschall, Jr.
 Wendy C. Gould
 †George Albert Grassel
 †John Henry Gray, Jr.
 Jonathan Paul Green
 Bruce Shannon Greenberg
 Margaret Victoria Guerin
 Thomas Ross Haist
 Caroline Gary Hall
 Gary Thomas Hall
 †Denise Debra Harlan
 Steven Jay Heller
 Grace Felice Hemphill
 Larry Clyde Henderson
 Kathryn Anne Hennig
 Virginia Pettingell Henschel
 Deborah Jean Henschen
 Jules S. Henshell
 †Linda Frances Hilgartner
 Mark Michael Holbrow
 Robert Allen Holiday
 David John Horn
 †Roger Craig Hudson
 Charles Glenn Jack, Jr.
 Bonnie Jean Jackson
 David Stever James
 Susan Finette James
 Robert Bowman Jeffries
 Martin Hutchings Jewett
 Andrew Roswell Jillson
 David Raymond Johnson
 James Michael Johnson
 Marlene Elizabeth Jones
 Robert March Jones, Jr.
 Oren Ethan Kaplan
 *Jeffrey Richard Kern
 William Andrew Kinderman
 Anthony Neff King
 John Graham King
 Hollister Knowlton
 Karren L. Korder
 Deborah Ann Kowitz
 †Frances Lin Lantz
 Christine Elizabeth Larson
 Robert James Latowsky
 †Suzanne Summers Leber
 Deborah Ann Leberman
 Laurie J. Lenker
 Susan Elizabeth Deese Lentz
 Lawrence John Lepidi
 Harry DeLong Lewis
 Robert Charles Lightburn
 Nancy Ida Lipsitt
 †Vincent Andre Liser
 Richard Lewis Long, Jr.
 Joseph Nassau Lotwick
 Patricia Ann Love
 John Richard Luthy
 Nancy Robin Mack
 †Agnes Bridget Maderich
 Melissa Maholick
 Bradley Lee Mallory
 Debora Gail Marcus
 Kenneth Robert Marvel
 Anthony Peter Massa
 Deborah Anne Matlin
 Mary Gwendolyn McAdoo
 Tara McCallum
 April L. McClaine
 Mary Jane McCluskey
 Lucy Hays McCrear
 †Patrick William McDonald
 Cynthia Anne McNicholas
 Karen Ann Meckley
 Stephen A. Meyer
 *Susann Wasser Mick
 †Elizabeth Lin Midouhas

Margaret Elizabeth Monsell
 Robert Lee Moore
 John Edgar Morris
 Patricia Anne Morrissey
 Peter Neild Moyes
 *Barbara Alice Muir
 Anne Marie Murphy
 Robert Fred Musser
 Robin Alecia Muth
 *Gregory Joseph Nescott
 Howard Mark Newstadt
 John A. Nitschke
 Cynthia Byrne O'Connell
 Esther Michele Ohlbaum
 Kurt Eric Olafsen
 Richard Oppenheim, Jr.
 John Wood Oravis
 Richard Forrest Orr
 David Robert Packer
 †Susan Sherrill Page
 Candace Anita Paige
 Richard Joseph Pallamary
 Robert Orr Palmer
 Steven Chaim Panish
 Carl H. Peterson, Jr.
 Richard Gordon Pfau
 Constance Lee Pierce
 Hilary Pitcairn
 Richard A. Plank
 †James Erward Pohl
 Gary Alan Poliner
 †Linda Susan Pullem
 Stephen Paul Quinn
 Richard Thomas Rapone
 Evelynne Anne Reback
 †Leslie Graff Reimer
 *Nancy Jean Reinhart
 Steven Allen Remsberg
 John Bennett Rich
 Thomas Earl Richie
 Gailann Rickert
 Susan Bayard Rifkin

Donald Albert Riggs
 John Nickum Ritter
 Yardly Arrean Roberts
 Lucinda J. Robinson
 George K. Rugg
 Timothy Paul Ruth
 Gregory Anthony Sahd
 Irene Christina Sandel
 *Jonathan Northrop Schaefer
 Mary Elizabeth Schaefer
 Richard Wayne Schey
 †Donald I. Schindler
 †Andrea Kaye Schlosser
 Debra Lynn Schreffler
 Molly Webb Seagrave
 Carolyn Louise Shaffer
 Mary Susan Shank
 Kent Michael Shaw
 Fincourt Braxton Shelton
 †Henry Maynard Shreibman
 Eugene Sienkiewicz
 Bruce Silverman
 Michael Richard Silverman
 Dean Whitfield Simpson
 Roslyn Sue Skversky
 Deborah Ann Smith
 Kimberley Smith
 Susan Voss Smithwick
 Jennifer Belle Smyth
 Martha Brown Spaunburg
 Barbara Susan Spear
 Danna Lynn Spitzform
 Joanne Springer
 Robert Forney Stambaugh
 Barbara Jean Stikeleather
 †Barbara Ruth Strapp
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 Charles Reese Wentz
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†Graduated as of February 4, 1974

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DICKINSON COLLEGE CALENDAR

Fall 1974 Semester

Freshmen Orientation Begins—Sunday, September 1.

Registration—Tuesday Afternoon, September 3 (Freshmen and Special Problems).
and Wednesday, September 4 (Seniors, Juniors, Sophomores and Others).

Convocation—Wednesday, September 4.

Classes Begin—Thursday, September 5.

Last Day to Add Courses—Wednesday, September 25.

Last Day to Drop Courses—Wednesday, September 25.

Last Day to Change From *or* To Pass/Fail—Wednesday, September 25.

Roll Call and Last Day to Drop In Level—Friday, October 18.

Pre-Registration for Spring 1975 Semester—Week of November 11.

Thanksgiving Vacation—5 P.M., Friday, November 22 to 8 A.M., Monday, December 2.

Classes End—5 P.M., Friday, December 13.

Final Examinations—Monday, December 16 through Saturday, December 21.

All Grades Due—9 A.M., Tuesday, January 7, 1975.

Spring 1975 Semester

Registration—Tuesday, January 28.

Classes Begin—Wednesday, January 29.

Last Day to Add Courses—Tuesday, February 18.

Last Day to Drop Courses—Tuesday, February 18.

Last Day to Change From *or* To Pass/Fail—Tuesday, February 18.

Spring Vacation—5 P.M., Friday, March 14 to 8 A.M., Monday, March 24.

Roll Call and Last Day to Drop In Level—Friday, March 28.

Pre-Registration for Fall 1975 Semester—Week of April 14.

Classes End—6 P.M., Tuesday, May 13.

Reading Period—Wednesday, May 14 through Friday, May 16.

Final Examinations—Saturday, May 17 through Saturday, May 24.

All Grades Due—Noon, Monday, May 26.

Commencement—Sunday, June 1.

1975 Summer School Calendar

First Short Session—Wednesday, June 4 through Tuesday, June 24.

Second Short Session—Wednesday, June 25 through Wednesday, July 16.

Regular First Session—Wednesday, June 4 through Saturday, July 12.

Regular Second Session—Thursday, July 17 through Saturday, August 23.

